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ABSTRACT

Fifty-eight persons participated in an institute designed to provide the opportunity of sharing ideas and experiences in relation to innovative school systems and vocational programs for the disadvantaged and the potential dropout. Participants heard and reacted to the following presentations: (1) "Educational Programs and Career Opportunities As A Motivating Force For Students" by Merle Strong, (2) "Innovative Programs Designed for Junior High and Elementary Schools In The Exploratory Phase of Vocational Education" by Elizabeth Benjamin, (3) "Exemplary Vocational Programs in Pontiac, Michigan" by Maurice Prottengeier, and (4) "Implementing Exploratory Occupational Programs in New Counseling Techniques to Assist Students to Realistically Enter the World of Work" by Edwin Richardson. The responses to the evaluation form administered at the end of the 5-day institute indicated that the experience had been valuable. Several individuals in positions of leadership immediately took steps to implement within their own state, area, or school district some of the concepts presented at the institute. (JS)

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FINAL REPORT

Institute I

Project No. 9-0524
Grant No. OEG-0-9-150524-4520 (725)

NEW VOCATIONAL EDUCATION CONCEPTS AND PROGRAMS IN WESTERN METROPOLITAN AREAS

Part of
Short Term Institutes for Inservice Training of
Professional Personnel Responsible for Vocational-Technical Education in Western Metropolitan Areas

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Duane L. Blake
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Colorado State University
Fort Collins, Colorado

June, 1971

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U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

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Final Report
Part Of
Project Number 9-0524
Grant Number OEG-0-9-150524-4520 (725)

NEW VOCATIONAL EDUCATION CONCEPTS AND PROGRAMS IN METROPOLITAN AREAS INSTITUTE NUMBER ONE

Duane L. Blake
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Department of Vocational Education
Colorado State University
Fort Collins, Colorado

April, 1971

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HEALTH, EDUCATION, AND WELFARE
Office of Education
Bureau of Research

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SUMMARY

GRANT NO.: OEG-0-9-150524-4520-(725)

TITLE: New Vocational Education Concepts and Programs in Metropolitan Areas

INSTITUTE DIRECTOR: Dr. Ronald E. Glenn
Associate Professor
Colorado State University

INSTITUTION: Department of Vocational Education
Colorado State University
Fort Collins, Colorado 80521

PERIOD: February 2 through February 6, 1970

Problem, Purpose, and Objectives

Changes in many of the forces that influence vocational education are dictating modifications in vocational programs and instructional techniques. New occupational areas are emerging. There is increased participation by women in the labor force. Emphasis is being placed on the training of persons with special needs, academic, socio-economic, and other handicaps. Much of this emphasis is concentrated in metropolitan areas of the United States. New concepts in vocational-technical education must be developed, analyzed and implemented in order to meet the challenges of upgrading present vocational programs and starting new vocational programs to carry out the responsibilities of occupational education.

Specific objectives of the institute were as follows:

(1) To examine the relationships between educational preparation and career opportunities to further motivate students through improved career orientation.

(2) To study new concepts in exemplary occupational programs and to determine their implication for helping students at all levels understand the world of work and expand their opportunities in vocational and technical education.

(3) To formulate and to recommend specific objectives and functional models for originating and conducting relevant career oriented activities for elementary, junior high, and senior high school students.

The overall objective of the institute was to provide the participants with a more complete understanding of the need for relevant career orientation for metropolitan youth with concentration on the noncollege bound student. Established concepts in relation to the metropolitan, noncollege bound youth were not ignored and were used as a starting point for new innovations. The consultants provided base line information upon which new concepts could be built. The consultants also explained new approaches to vocational education that were being used in their particular geographic areas. These approaches were then examined to see if they could be utilized on a broader scope, such as on a regional or national basis. The individual participants then analyzed the possibility of implementing these concepts and approaches in their local school system.

Procedures and Activities

A consulting committee was selected to review the tentative program plans and to suggest improvements. This committee was composed of individuals representing the different vocational services as well as school administrators. In addition, the program was reviewed and suggestions received from members of the U.S. Office of Education. Suggestions by this committee resulted in program changes which added strength to the institute, and also provided guidelines for the selection of resource and consultant personnel.

The revised program as developed (see appendix) was planned carefully so as to incorporate the suggested changes, the approved proposal, and the concepts relative to the stated objectives of the institute.

Participants examined vocational programs of instruction that provided relevant training for full-time occupational employment and consultants provided information on exemplary programs that seemed to have educational value. The participants then worked together in the development of models on career oriented activities which could be implemented in the school systems.

Guest consultants included two supervisors of vocational and adult education, two professors of vocational administration, a director of an opportunity industrial center, a curriculum coordinator, and a state vocational guidance director. The consultants gave a formal presentation to the complete group of participants then acted as adviser for the various workshops when the participants broke into their subgroups. A vocational teacher-educator was also used as a consultant for the workshop sessions.

Conclusions and Recommendations

The responses to the evaluation form administered on the final day of the institute strongly reflected the value of the institute to the participants. Letters received after the end of the

institute from individuals who participated also showed the impact of new ideas gained from the experiences of the institute.

The careful selection of applicants greatly aided in achieving the institute's objectives. The variety of individual discussions and responses gave stimulating and important information for the benefit of all participants.

Several individuals in positions of leadership immediately took steps to implement within their own state, area, or school district some of the concepts presented at the institute. Others gave reports to administrators and faculty members in their school district and recommended future courses of action. To many, analysis of new concepts became a meaningful bridge to realistic vocational program development.

It was concluded that institutes of this nature are most valuable in the role of opening lines of communication between cities and regions which can eliminate costly duplication of experimental efforts.

It was recommended that the established lines of communication be maintained so that a general awareness of new concepts and innovative programs might be established so that adaptations might be effected which would benefit education nation wide.

CHAPTER I

INTRODUCTION

In February of 1970 an institute was held at Colorado State University, Fort Collins, Colorado, for the purpose of discussing and developing materials relating to "new vocational education concepts and programs in metropolitan areas." The institute may be termed highly successful according to the results obtained from both a short and long term evaluation. Some of this success may be attributed to the thoughtful planning by the consulting committee. However, a major portion of the success must be attributed to the participants, themselves. The selection of the participants resulted in a group whose enthusiasm exceeded expectations; they were both imaginative and productive in the work sessions which led to the development of materials which can be used by school systems for the development of new vocational programs which will provide for new meaning in education and effective training of disadvantaged persons.

This report contains (1) the institute's purposes and the procedures followed for accomplishing these purposes; (2) a compilation of the materials developed by each of the work groups which includes the synthesis of the consultant's papers and which deal directly with the institute outputs; and (3) an analysis of both the short and long term evaluation of the institute by the participants.

Problem

The 1968 amendments to the Vocational Education Act of 1963 have charged vocational educators with the responsibility of providing for a greater resource allocation to training disadvantaged and other persons for job entry employment. The traditional education programs have succeeded best in alienating many persons from the school, not so much as a reflection of a low quality in the instruction received as it is because of the inability of disadvantaged persons to determine the benefits to be derived from an irrelevant kind of education. It becomes necessary, therefore, to give serious consideration to new programs and new concepts of training, whereby motivation of these disadvantaged persons can be stimulated to the point where they not only can see the benefits to be derived from training but desire to remain within the educational environment until this training has been received.

Purpose

This institute was designed to provide the participants with the opportunity of sharing ideas and experiences of pioneering school systems that have developed vocational programs that are currently experiencing some success in dealing with and providing training for disadvantaged and potential dropouts.

The specific objectives of the institute were: (1) to examine the relationships between educational preparation and career opportunities to further motivate students through improved career orientation; (2) to study the new concepts exemplary occupational programs and to determine their implications for helping students at all levels understand the world of work and expand their opportunities in vocational and technical education; (3) to formulate and recommend specific objectives and models for establishing and conducting career oriented activities for elementary, junior high and senior high school students. With these objectives as guidelines, the participants were charged with the responsibility of considering methods of utilizing the available resources to enrich variouus strategies for implementing career orientation, identification of concepts which seemed appropriate at each level of instruction; methods of assisting students at all levels to better understand the world of work through exemplary occupational programs and new concepts and other aspects which they deemed necessary to fulfill the objectives of the institute.

Procedures

The institute began with a reception on Sunday evening, February 1, 1970, where participants were familiarized with the program of activities. The program was intended to provide direction for the activities of the week and was followed closely.

The five-day institute was scheduled in three phases with each phase dedicated to a different concern. These phase and concerns were:

Phase I: Improved Programs of Career Orientation as a Motivating Force for Students.

Phase II: The Implication of Exemplary Occupational Programs to Better Understanding of the World of Work.

Phase III: Formulation of Specific Strategies for Establishing Career Oriented Activities at all Grade Levels.

Each phase was introduced by a highly knowledgeable consultant that later served, along with other persons, as resource persons for the work sessions. The work sessions were made up by assigning the participants to small groups which were then charged with the responsibility of devising viable methods of initiating changes within metropolitan school systems that would incorporate concepts and programs that had greater relevancy for persons seeking job entry skills.

Participants

Key personnel within each school system of the designated metropolitan areas and State Directors of Vocational Education in each western state were supplied with brochures and application forms to be used by persons desiring to participate in the institute. Guidelines concerning the desired responsibilities represented by the participants were supplied by the Project Directors and were a product of a conference between the Directors, and U.S. Office of Education personnel.

As applications were received, they were carefully screened so that the desired responsibilities would be represented. Further consideration was given to the geographic location of the applicant since it was desirable to have all of the metropolitan areas represented. A total of 77 persons representing 16 states. The following table shows the suggested and actual representation of various areas of responsibility.

TABLE 1

INSTITUTE PARTICIPANTS

Area of Responsibility	Suggested Participants	Actual Participants
State Supervisors	15	11
Local Directors	15	17
Teacher-Educators	5	11
School Principals and Administrators	15	15
Local Teachers	10	8
Curriculum Coordinators	15	11
Counselors	0	4
TOTAL	75	77

Facilities

The institute was housed in the modern facilities of the Student Center of Colorado State University. Newsom Residence Hall served as headquarters for the individual participants. Meals were served in the Student Center cafeteria.

Evaluation

The evaluation of the institute by the participants occurred during the institute, and again as a follow-up conducted six months after the completion of the institute.

A pre-post test was administered on the first and last day of the institute. This was designed to measure changes in the attitude of the participants toward Vocational Education that had been brought about through participation. Another form was completed by the participants on the last day of the institute. The purpose of this instrument was to obtain each individual's perception of the worth and success of the institute. Approximately six months following the conclusion of the institute, a follow-up instrument was mailed to, and completed by the participants. This was intended to determine the extent to which changes were being planned or initiated in Vocational Education within the system of each participant. The three instruments are contained in the Appendix.

Pre-Post Test Results

The pre-post test was designed to see if there was any significant change in the participant's attitude towards vocational education due to the influence of the institute. The test contained thirty-nine items. Sixty-two participants took the exam on the first day of the institute and again on the last day of the institute. Their thirty-nine test item responses were scored by using a one to five point score per item. The scores of each of the sixty-two participants who took both the pre and post test were tabulated, and a T-test was used to see if there were any significant differences between the means of the pre and post test scores.

The results of the test for significant differences between scores for the sixty-two participants who responded to both the pre and the post test showed no significant difference. The participants were then placed into one of three categories: (1) those considered holding vocational education positions; (2) those holding non-vocational education positions but having a background in vocational education, mainly from working with vocational educators; and, (3) those who are in areas other than vocational education and having little contact with vocational educators. Thirty-nine participants were placed in the first category, thirteen in the second, and ten in the third category. Again, no significant difference was found between the pre and post test scores in any of the three groups.

A scatter diagram was made of each participant's pre and post test score on all of the thirty-nine test items. The three questions showing the greatest variability were then tested to determine if there were any significant differences between pre and post scores. The three questions used in this item analysis were 11, 19 and 36. Question No. 11 was, "Increased emphasis on vocational education would not result in fewer dropouts". Question No. 19 was, "No area of education is more important than vocational education". Question No. 36 was, "The vocational education curriculum provides a better preparation for more jobs than does the college preparatory curriculum." There was no significant difference indicated.

In summary, the results of the statistical treatment of the pre and post test scores indicate no significant difference between the two, and when those items showing the greatest variability of response were analyzed separately, there was no significant difference.

The indication that no significant attitudinal changes occurred within the participant group may be attributed to the fact that initial attitudes were set, and any shift in attitude was so slight it caused very little change in response. There is also the possibility that the instrument was not sensitive enough to detect some of the changes that did occur.

'Highlights' of Participant Responses on Last Day of Institute

Most participants felt that the objectives of the institute were clear and had been satisfactorily achieved. More than 65% felt that the objectives of the institute were realistic, and they had accepted the purposes of the institute. Four-fifths of the participants indicated that they had learned something new, and that the material presented during the institute seemed valuable. Less than 5% felt that they could have learned as much by reading a book. More than 70% of the participants felt that the institute presented possible solutions to their problems. Ninety percent felt as if they were part of the group, and that the group worked well together. More than 75% of the participants indicated that they had an opportunity to express their ideas, and that the group discussion were excellent. The organizational structure of the sessions seemed logical to most of the participants. More than one-half stated that the institute met their expectations, and the content presented was applicable to the problems in this area. The feelings of the majority indicated that if they had it to do over again, they would apply for this same institute, and would recommend the institute to others like themselves.

The weak points of the institute as indicated by the participants included feelings that the schedule should have been more flexible, there was too much structure. Some felt there was a need for more advance information about the institute, and that a need existed for a preparation day for the small group session chairmen. Almost 25% of the participants indicated that not enough time was allowed for an informal exchange of ideas and problem solutions with the consultants and other participants. Some of the participants felt the keynote speakers' presentations were unsatisfactory.

More than 95% indicated that as a result of the institute they planned to modify their present or future work. Nearly three-fourths of the participants planned to continue corresponding with the other participants and consultants pertaining to common problems upon returning to their jobs.

Complete tabular information as pertains to the findings of the institute activities evaluation are provided in Tables 2 through 10 .

TABLE 2

PARTICIPANT'S RESPONSES TO EVALUATIVE STATEMENTS ON FINAL DAY OF INSTITUTE

N = 73

I Feel that:	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
The objectives of this institute were clear to me	4	5.5	38	52	7	9.5	22	30	2	3
The objectives of this institute were not realistic	3	4	4	5.5	16	22	46	63	4	5.5
The participants accepted the purposes of this institute	5	7	49	67	15	20.5	4	5.5	0	
The objectives of this institute were not the same as my objectives	5	7	19	26	10	14	38	52	1	1

TABLE 2, Continued

I Feel That:	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
I have not learned anything new	4	5.5	3	4	1	1	49	55	25	5
The material presented seemed valuable to me	9	12	54	74	8	11	2	3	0	
I could have learned as much by reading a book	2	3	1	1	8	11	45	61.5	17	23.5
Possible solutions to my problem were not considered	2	3	8	11	10	13.5	49	67	4	5.5
The information presented was too elementary	1	1	4	5.5	8	11	47	64	13	17.5

TABLE 2, Continued

I Feel That:	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
The speakers really knew their subject	3	4	35	48	20	28	14	19	1	1
I was stimulated to think about the topics presented	10	13.5	44	61.5	9	12	5	7	5	7
We worked together well as a group	19	26	48	66	3	4	3	4	0	
The group discussions were excellent	8	11	49	67	6	8	9	12	1	1
There was little time for informal conversation	9	12	16	22	6	8	36	49	6	8
I had no opportunity to express my ideas	0		5	7	2	3	52	71	14	19

TABLE 2, Continued

I Feel That:	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
I really felt a part of this group	9	12	56	78	6	8	1	1	1	1
My time was well spent	6	8	47	64	17	24	2	3	1	1
The institute met my expectations	6	8	34	47	19	26	9	12	5	7
Too much time was devoted to trivial matters	2	3	14	19.5	9	12	44	61.5	3	4
The information presented was too advanced	2	3	1	1	1	1	57	78	12	17
The content was not readily applicable to the important problem in this area	2	3	14	19	9	12	40	58	8	11

TABLE 2, Continued

I Feel That:	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Theory was not related to practice	0	0	5	7	21	29	46	63	1	1
The printed materials that were provided were very helpful	7	9.5	43	59.5	20	27	3	4	0	
The schedule should have been more flexible	5	7	30	41	14	19	22	30	2	3

Note: All percentage figures have been rounded to the nearest whole per cent.

TABLE 3

PARTICIPANT'S ASSESSMENT OF INSTITUTE
OBJECTIVES BEING ATTAINED

RESPONSE	DISTRIBUTION	PERCENTAGE
Objectives were satisfactorily met	39	53.5
The objectives of the institute were partially attained	9	12
Need more time to determine if objectives were attained	15	20.5
Objectives were not obtained	10	14
TOTAL	73	100

* * * * * * * * * *

TABLE 4

PARTICIPANT'S PERCEPTION OF THE MAJOR SINGLE
INSTITUTE STRENGTH

RESPONSE	DISTRIBUTION	PERCENTAGE
Exposure to institute personnel and consultants	7	9.5
Opportunity to exchange information, problems and solutions	48	65.5
Institute organization and staff	11	15
Opportunity for new concept implementation	3	4
Other	2	3
No comment	2	3
TOTAL	73	100

TABLE 5

ADDITIONAL COMMENTS BY PARTICIPANTS ABOUT
THE INSTITUTE

RESPONSE	DISTRIBUTION	PERCENTAGE
Good facilities, staff	18	25
Good program format	14	19
Needed visual presentations of identified innovative programs	5	7
Other	4	5.5
No comments	32	43.5
TOTAL	73	100

* * * * * * * * * * *

TABLE 6

PARTICIPANT'S RESPONSE ON FUTURE PARTICIPATION OR
RECOMMENDATION TO OTHERS OF INSTITUTE

QUESTION	YES	NO	RESPONSE UNCERTAIN	TOTAL
If you had it to do over again, would you apply for this institute you have just completed?	55	4	14	73
If an institute such as this is held again, would you recommend to others like you that they attend?	60	1	12	73

TABLE 7

PARTICIPANT'S PERCEPTION OF THE MAJOR SINGLE INSTITUTE WEAKNESSES

RESPONSE	DISTRIBUTION	PERCENTAGE
Keynote speaker's presentations were satisfactory	18	19
Did not meet institute objectives	4	5.5
Too much structure	19	26
Chairmen and participants needed advanced information/preparation	12	16
Not enough time for informal exchange of ideas with other participants and consultants	17	24
Other	3	4
No comment	4	5.5
TOTAL	73	100

TABLE 8

PARTICIPANT'S RESPONSES WHEN ASKED WHAT CHANGES THEY WOULD MAKE IN RUNNING A SIMILAR INSTITUTE

RESPONSE	DISTRIBUTION	PERCENTAGE
Include participants from special interest groups for more interaction	5	7
More flexibility in program schedule	15	20.5
Provide information to chairmen and participants about expectations prior to institute	28	38
More general sessions/less structured small group sessions	9	12
Selection of knowledgeable speakers	4	5.5
Other	2	3
No comment	10	14
TOTAL	73	100

TABLE 9

MODIFIED BEHAVIOR OF PARTICIPANTS BASED ON INSTITUTE ATTENDANCE

RESPONSE	DISTRIBUTION	PERCENTAGE
Further study of problem which will lead to new or modified vocational programs	22	33
Improved coordination between elementary and secondary schools in planning career development courses	12	16
Closer planning of administration with students and teachers in providing realistic vocational programs	9	12
Increased use of community groups on advisory committees	14	19
Increased emphasis of vocational guidance in career development courses	12	16
Other	2	3
No comment	1	1
TOTAL	73	100

TABLE 10

PARTICIPANT'S PROPOSED METHOD IN SEEKING SOME
CONTINUING MEANS OF INFORMATION EXCHANGE WITH OTHER PARTICIPANTS

RESPONSE	DISTRIBUTION	PERCENTAGE
Through correspondence with other participants	11	15
Exchange information on identified ongoing innovative programs	31	43
Exchange new ideas, discussion of procedures for program implementation	12	16
Other	5	7
No comment	14	19
TOTAL	73	100

Follow-Up Evaluation Results

Approximately six months after the institute, a follow-up questionnaire was sent to the 73 participants. Many of the respondents indicated they have made changes in present vocational programs. More than 75% have explained new concepts to vocational teachers in the state, institution, or school district they represent. Two-thirds of the participants have planned new instructional programs. As a result of the institute, the majority of the respondents have been working more closely with various segments of the community such as business, industry, and agriculture. Seventy-five per cent of the respondents indicated they had definitely learned new concepts that have been valuable to them, and have referred to and used the printed materials that were provided at the institute. The majority have kept in contact with some of the participants and consultants they met during the institute. More than seventy per cent of the respondents indicated they have become more aware of the vocational needs of the disadvantaged and have developed specific programs for the needs of the disadvantaged. Complete tabular information of the above findings are provided in Table 11.

The follow-up instrument also included an open-end question that asked the respondents to describe, in addition to those previously identified, other specific things they have done as a direct result of having participated in the institute and then describe briefly the change in vocational education that resulted. Following are some of the responses which the institute staff selected as being typical.

"We have just completed a very successful in-service training workshop at . . . junior high school on the subject of career-oriented education."

* * * * * * * * * *

"It (mobile 6th grade Industrial Arts unit) will be used at selected elementary schools on a six weeks basis to instruct students in the fundamentals of Industrial Arts and build attitudes concerning the world of work."

* * * * * * * * * *

"Development of three programs to integrate the various disciplines in Vocational Education through the use of video-tape media."

"Have developed and am in the process of implementing a plan to use community business and industrial personnel in a training program in a disadvantaged high school."

* * * * * * * * * *

"Programs in Cooperative Education were planned for disadvantaged students . . ."

* * * * * * * * * *

"The major shift in emphasis of our Community Education Services program has been toward providing of manpower training programs . . ."

* * * * * * * * * *

"It also allowed me to take a good hard look at my department. As a result of this, I am in the process of reorganization which will allow for more responsiveness to community needs."

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"Worked with local Business Education Department in developing Business Education cluster."

* * * * * * * * * *

"Have instituted a new Trade and Industry program."

* * * * * * * * * *

"I am currently developing criteria for Vocational Teacher Preparation Programs."

* * * * * * * * * *

". . . Independent School District has organized and implemented a city wide technical and vocational institute."

* * * * * * * * * *

"Worked with state advisory committee on the handicapped."

TABLE 11

PARTICIPANT'S RESPONSE TO STATEMENTS RELATIVE
TO BENEFITS FROM INSTITUTE AS EVALUATED
SIX MONTHS AFTER THE INSTITUTE

Because of information gained at the institute, I: (Please check correct response):

	YES	NO RESPONSE	NO
Have re-evaluated present vocational programs.	73%	4%	23%
Have made changes in present vocational programs.	60%	8%	32%
Have explained new concepts to vocational teachers in the school district, institution, or state that I represent.	79%	6%	15%
Have constructed new curricula.	49%	13%	38%
Have helped others construct new curricula.	49%	4%	47%
Have planned new instructional programs.	66%	8%	26%
Have written courses of study.	23%	8%	69%
Have written proposal for vocational programs.	51%	8%	41%
Have written articles or other materials.	26%	8%	66%
Have initiated exemplary programs.	41%	8%	51%
Have been working more closely with various segments of the community such as business, industry, and/or agriculture.	58%	8%	34%
Have given talks on vocational education.	44%	12%	44%
Have been working more effectively with other educators.	74%	8%	18%

TABLE 11, (Continued)

Because of the information gained at the Institute, I:	YES	NO RESPONSE	NO
Have been constantly using some of the information presented at the institute.	54%	8%	38%
Have definitely learned new concepts which have been valuable to me.	74%	4%	22%
Have referred to and used the printed materials that were provided at the institute.	74%	6%	20%
Have become more aware of the vocational needs of the disadvantaged.	73%	4%	23%
Have developed specific programs for the needs of the disadvantaged.	49%	8%	43%
Have modified some of my present or planned activities in vocational education.	84%	8%	18%
Have kept in contact with some of the participants and/or consultants I met during the institute.	60%	6%	34%

Note: All percentage figures have been rounded to the nearest whole per cent.

CHAPTER II

IMPROVED PROGRAMS OF CAREER ORIENTATION AS A MOTIVATING FORCE FOR STUDENTS

Introduction

An abstract of the speech delivered by Dr. Merle Strong, Professor, University of Wisconsin, to the Institute, "New Vocational Education Concepts and Programs in Metropolitan Areas," February 2, 1970.

Educational Programs and Career Opportunities As A Motivating Force For Students

Fellow vocational educators and others. The topic assigned for my presentation is relating "Educational Programs and Career Opportunities as a Motivating Force for Students." The problem as I see it in relation to the topic is that we presently have an educational program that is not particularly concerned with the needs of the individual student as related to the world of work. The traditional measure of success in terms of the educational program has been the degree to which our products have been successful at more education. However, many youth choose to leave or are pushed out of the educational system at various levels with an academic preparation designed to aid them in succeeding only at the next level of education and not in the world of work.

If we are really concerned about accountability in our educational system, and if we believe that orientation and the preparation of the student for the world of work is our task, I think we have to look at what people do in the world of work. In 1975, we will have a total labor force of 7.2 million. This labor force can be broken down into the following categories: professional and technical (14.8%); managers and proprietors (10.4%); clerical (16.9%); sales (6.4%); craftsmen (13%); service (13%); nonfarmer labor (16.9%); farmers and farm workers (3.6%). If we compare these employment projections with the actual employment figures of 1960, we find that the category in which most baccalaureate degreed persons are found has a projected increase of only 2.3 percent. I would ask how realistic is our great American dream that everyone should pursue the baccalaureate program and that our elementary and secondary programs should be designed to assure this dream. The facts suggest from an economics point of view, that the completion rate for college graduates which is about 15 to 20 percent of the population is not out of line with the projected labor force movement. There are other reasons than economics for pursuing a baccalaureate degree, but the economic motivation must be considered as primary. It seems that little will be

done to solve the social-cultural situation unless we solve the economic situation, which is central to the problem of making individuals employable through education. I believe that Governor Rhodes in his book, "Alternative to a Decadent Society", stated the case that preparation for employment should be placed much higher on the education priority list. Governor Rhodes states that the current educational system flatly neglects up to 70 percent of our young people in school by refusing to be responsible for their job preparation. In so doing, the system creates dropouts, delinquents, the unemployable, and some welfare recepients. Our educational system is one of the few educational systems where you can fail miserably with the majority of youth for whom you are responsible, and be honored nationally by having a few students pass the National Honor Scholarship Test.

I would like to speak for just a few minutes about what I think are some inhibiting forces and myths that operate in relation to vocational education. The idea that every person should have a broad academic education sounds good. I think the myth here is in the belief that there is something magic in certain academic subjects, and the assignment of time within a schedule for world of work oriented subjects undermines the excellence of the academic program. I would ask the question, "Isn't it just as much a part of good general education that our youth know about the world of work and how people actually make a living?"

Another myth is that occupational preparation for all youth should be postponed until post high school. I think national figures on educational systems shows the fallacy of this statement. Recent figures show that for every 1000 students who enter the 5th grade in New York, only 608 will graduate from high school. We must provide occupational programs at the secondary level.

Another myth is that it is not good for a youth to decide his career objective early in life. Exposure to a number of career development theories has not convinced me that the risk of making a tentative occupational choice early is as great as the risk of not making any choice early. It is true that we may change our type of work several times during our lifetime but I think there is a real sense of success for a student in doing something well. The promise that the educational program should be broad and general to best equip a student for a change that we cannot yet identify is a fallacy.

Another myth is that college entrance requirements are so structured that a high school student must spend his time concentrating on certain academic subjects in order to be accepted at any college or university. This may be true for some institutions, but many other institutions no longer look for specific courses as indicators of achievement for success in college, particularly your state supported institutions.

I think another myth often ascribed to is that vocational education at the secondary level is too expensive. The lower rate of unemployment among vocational graduates as compared to general education graduates, as identified in several studies, has given evidence that it is a good investment.

What about the urban school systems? The comments that I have made up to this point have been without respect to the nature of the community. The urban area, particularly the core area which contains minority groups, provides an additional dimension to the challenge facing vocational education. We have to find new ways of reaching and convincing people in the disadvantaged groups that discrimination in employment practices is disappearing and the trail is truely open to those who want to pursue it. I think we must develop the programs in the inner city with a different perspective than we traditionally have used in program development of suburban and rural schools. If we use the approach that the environment that surrounds the student is the controlling influence of his learning capability, how can we expect an individual from within the inner city to accept the same kinds of value systems, and to react to the same types of motivation techniques that we use when they have grown up in a different kind of environment than we are accustomed to teaching in. I would challenge you to look at this environment centered approach as a means to better understanding some of the problems faced by our students in the metropolitan centers.

I believe that what we need is really a revolution in our total school curriculum. We must view the elementary school as a major area of concern in introducing the world of work to students. We need to involve the entire community as a learning laboratory. The high school curriculum should be more exploratory and provide the student with a variety of real work experiences. The high school program should provide each student with the choice of either going directly into employment with a salable skill or going on to further education, either in higher education or in post-high school vocational programs.

Post-high school institutions must expand. This is the level at which much of the education and training needs of youth will be satisfied. The post secondary institutions and the junior colleges must have an open-door policy and the program must be designed to satisfy the felt needs of the individual. We must build these institutions where the need is--down in the inner city.

What about the counselor's role? It seems to me that in solving some of our problems in the inner city, we will need to define some new roles for counselors. I don't think that vocational guidance in this environment is simply having a file of occupational materials in their library or a set of microfiche. I think vocational guidance must be more than this. We need to do this job of counseling on a one-to-one basis. If this is impossible, we must find other techniques that will do the job. We need counselors that do understand the world of work and can pass this understanding on to the students in the metropolitan areas.

Thank you very much.

Institute Results

Development of a Career Orientation Program

In considering the objective, "To examine improved programs of Career Orientation as a Motivating Force for Students," the following statement should be most helpful in reaching this objective.

"...The administrators, counselors, guidance personnel, and teachers must be provided with the necessary career information to properly orient elementary, secondary, and post high school students (also out-of-school adults) to the world of work."

The stated objective requires the development of an Occupational Information Program that would reach educable levels from K-14. The first task is to establish someone responsible for the development of the program. This person is the "Director of Career Development", whose duties could be the development and implementation of a career information program that will provide to properly orient elementary, secondary, and post high school students to the world of work.

The steps shown in the following flow chart are:

Form In-House committee consisting of:

1. Curriculum directors
2. Director of guidance
3. Secondary, elementary, and post secondary groups
4. Writer
5. Selected teachers

The task then goes to each level--elementary, secondary, and post secondary--individually for research.

It then goes back to the In-House Committee so they may see what is needed at each level.

The Director of Career Development is then responsible for contacting people to obtain information (material, statistics, occupations, etc.).

Once the information is gathered, it goes back to the In-House Committee for review and evaluation. A status report is then made to the advisory committee.

The plan returns to the elementary, secondary, and post secondary levels. They review to see how the program fits in at their levels.

A simultaneous in-service program and pilot-tryout of the program is the next step.

The program moves back into the In-House Committee for evaluation, changes, and revisions in the pilot-tryout.

The Director then coordinates the preparation of materials for lesson plans and other instructional material.

A report is then filed with the Advisory Committee. It then goes to the general superintendent (with Executive Committee approval). It finally goes to the Board of Education for final approval.

The final step is implementation of the program in the schools.

The In-House Committee's overall responsibility is to bring about continuity of the program K-14.

In-House Committee Agenda

Purpose: The purpose of this committee is to give initial direction to the overall career development program.

Given these conditions:

1. Recommendations of the task force are available.
2. Previous Research Findings have been collected by the director.
3. Recommendations involve all occupations
4. Appropriate media presentations should be developed for all levels of institution.
5. Individual guidance-personal, educational, and occupational should be provided at all levels.

Figure 1

DEVELOPMENT OF A CAREER ORIENTATION PROGRAM

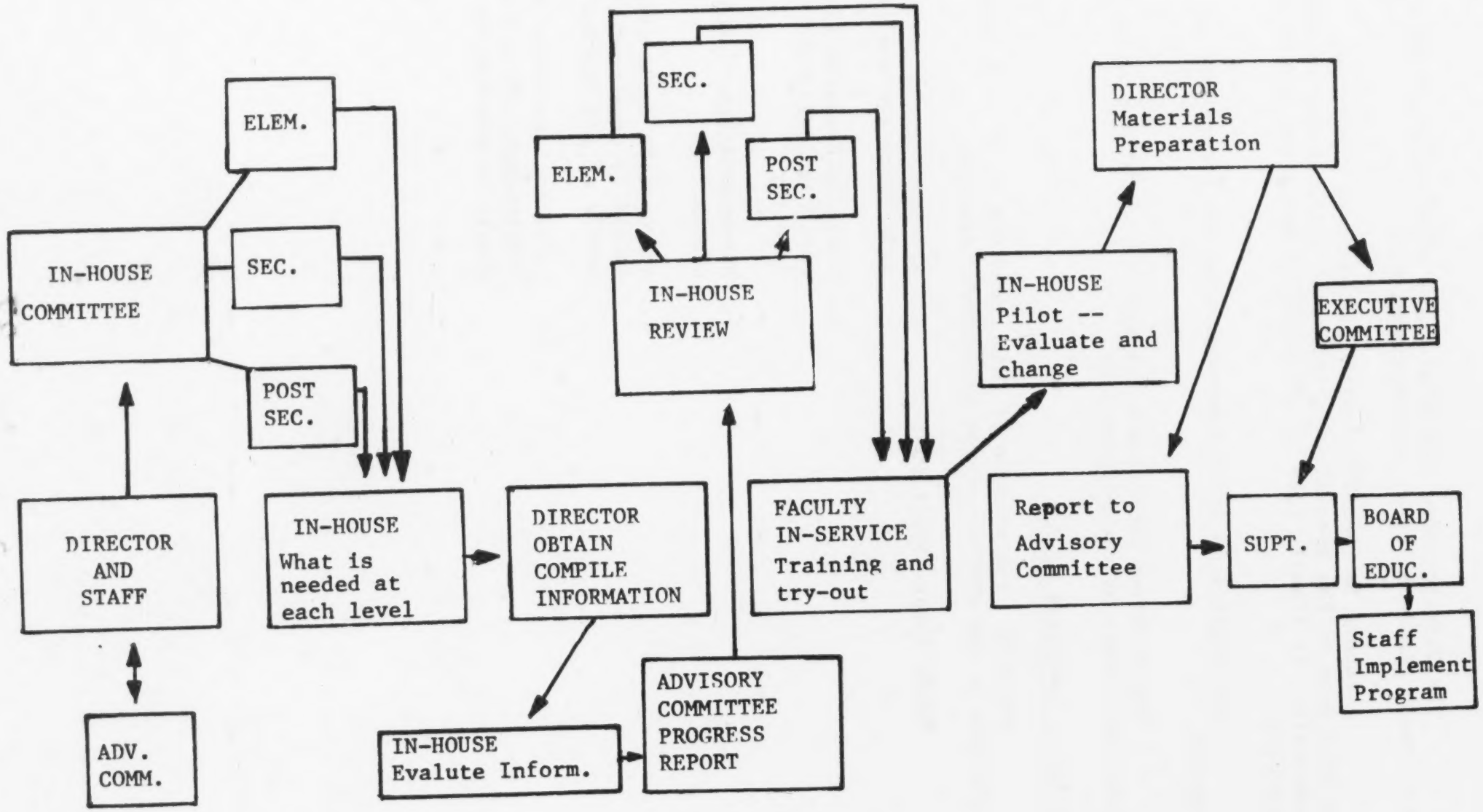


Figure 2

ALTERNATIVE DEVELOPMENT OF A
CAREER ORIENTATION PROGRAM

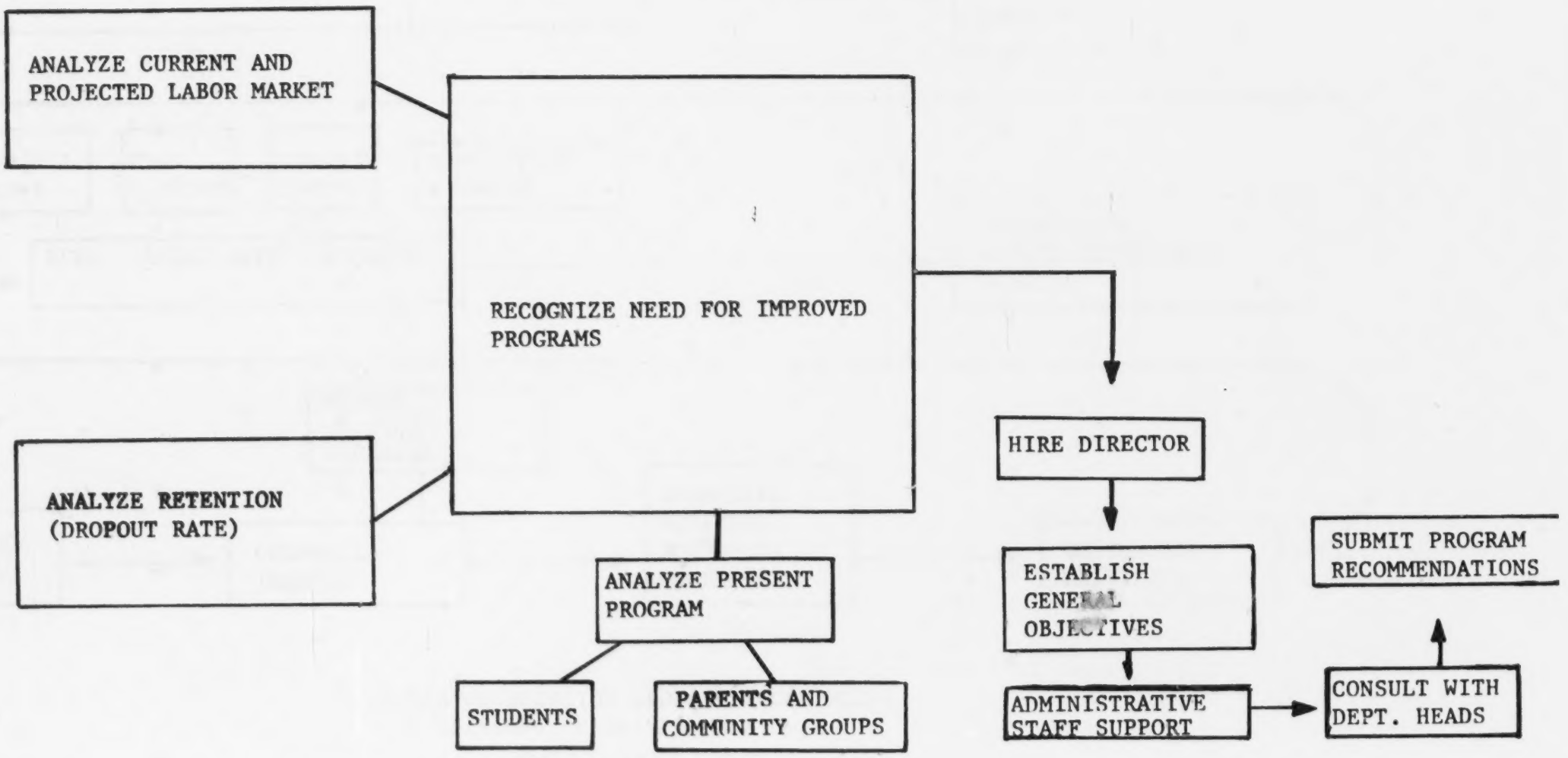


Figure 2 (Continued)

ALTERNATIVE DEVELOPMENT OF A
CAREER ORIENTATION PROGRAM (CONTINUED)

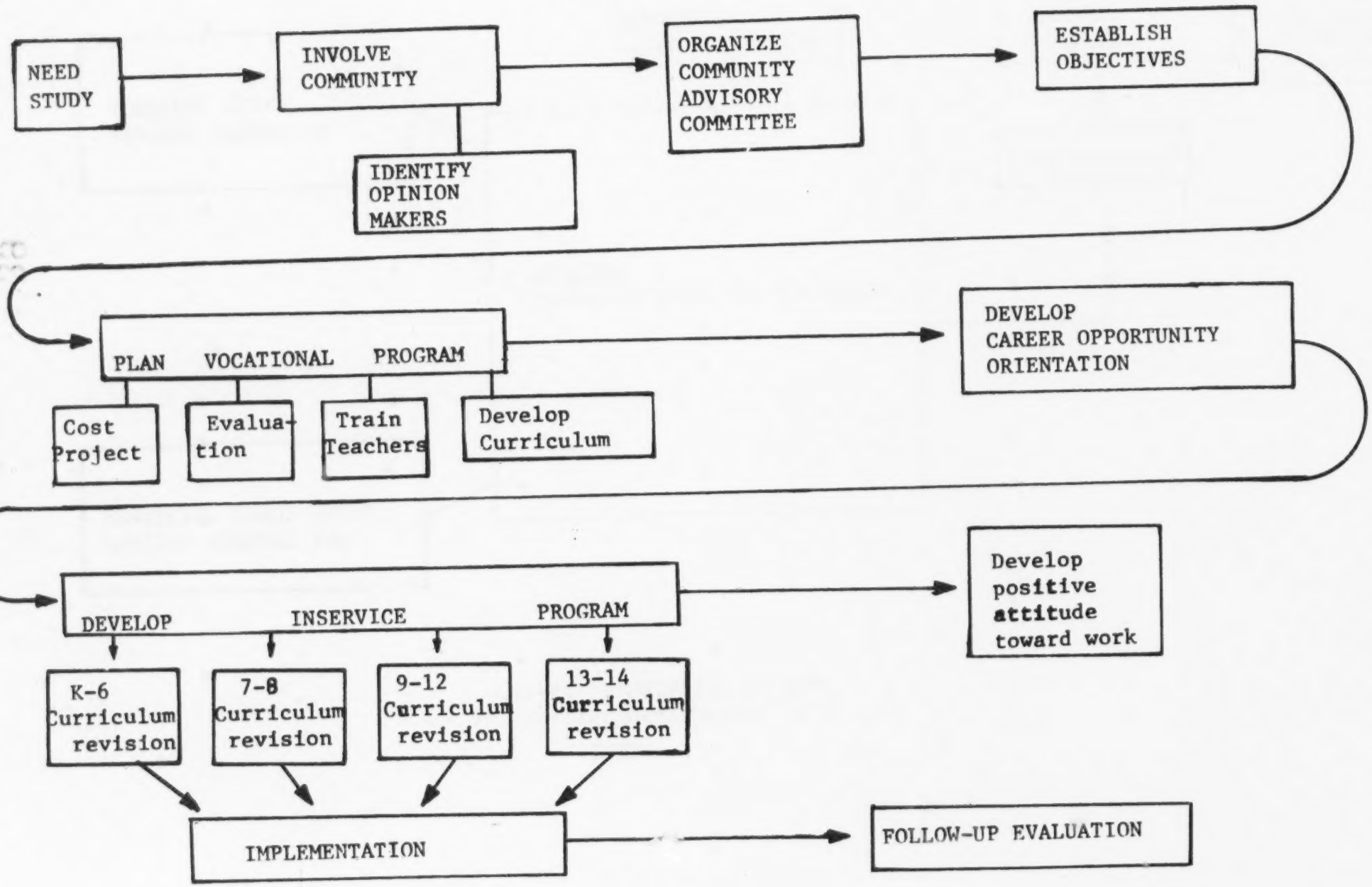
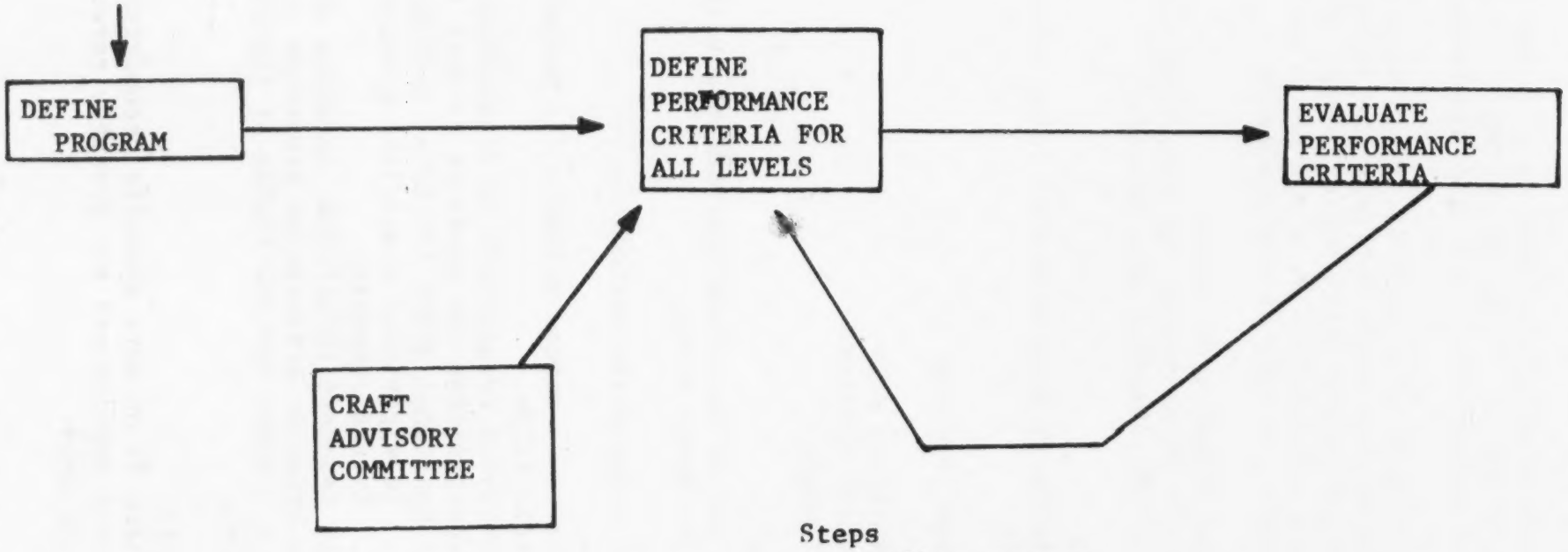


Figure 3

EVALUATION PROCESS FOR
CAREER ORIENTATION PROGRAM



Steps

A. Define program

B. Define performance criteria for every level

   1. Criteria comes through trade or craft or subject advisory committee

C. Evaluate performance criteria

D. Feed-back information

An Orientation Plan

I. Grade K-6
Introductory orientation, that is a change of orientation from processes to people doing, an awareness of people as individual components contributing to a finished product.

A. Use social studies program, e.g., when studying a unit on manufacturing, study not only the finished product, but the different people doing the different jobs in producing the product. This would be a change in emphasis from processes to people involved in the processes.

1. Use films, video tapes.
2. Write about people who are doing jobs.
3. Use supplemental text material.

II. Grades 7-8
Emphasis to be an involvement in doing activities related to occupations.

A. Programs involved

1. Practical Arts.
2. Social Studies.
3. Science.

III. Grade 9-10
Tentative career decisions are made now with opportunity for students to change areas.

A. Career orientation methods

1. Course in career guidance (10 weeks or more).
2. Field trips.
3. Involving specialists in occupational areas.
4. Opportunities for students to work in various occupational areas for brief periods.
   a. In vocational shops/laboratories
   b. In the community
5. Use teachers in science, language arts, math, art, etc., to bring in orientation processes in their courses, e.g., study various fields of journalism in language arts.

IV. Grades 11-12
Emphasis here is on more specific occupational training and thus more involved experiences and specific career choices based on interest and need.

A. Types of programs
   1. An effective counseling program
   2. Cooperative work experience
   3. Specific occupational preparatory programs
   4. College preparatory classes for those definetly choosing to enter college.

V. Grades 13-14 (community college or post-high school vocational-technical schools)
An orientation program to meet the needs of:

A. Recent high school graduates having no occupational experiences
B. Adults seeking retraining
C. Those who wish to change their occupational goals

Plan For Implementing The Career Orientation Program

I. Need Study - to determine types of occupations and training necessary.

II. Involve the community as an advisory committee.
   A. Identify the opinion makers

III. Plan the vocational program.

A. Make occupational survey
B. Establish objectives
C. Evaluate
D. Project costs
E. Plan facilities and equipment
F. Hire and train staff

Note! The vocational program was not studied in detail by this group, only the orientation plan was studied.

IV. Develop career opportunity orientation program

A. Develop inservice training for all teachers
   1. Use an advisory committee in working with teacher groups.
   2. Develop positive attitude toward the dignity of labor.
B. With the participation of all teacher, revise the curriculum.
   1. Work with curriculum specialists
   2. Revise all grades including practical arts and academic.
C. Implement the curriculum, evaluate and follow-up
D. Evaluation to determine if objectives were achieved.

Identification of Concepts Appropriate At Each Level of Instruction:

Primary Grade (K-3) - Awareness

An awareness of a representative cross-section of the world of work.

1. Attitude development toward occupations.
2. Hands-on experience with elementary tools, equipment, and materials.
3. Blended curriculum using examples and problems from a cross-section of the world of work (low level).

Middle Elementary (4-6) - Orientation

Orientation to specific areas within the world of work.

1. Occupational clusters-small group work with specific areas of occupational skills.
2. More advanced hands-on experience (still exploratory).
3. Blended curriculum-intermediate level of coordination (primary emphasis-academic).
4. Academic involvement through practical application (primary emphasis-practical).
5. Introduction of resource units.

Junior High (7-9) - Exploration

Exploration of specific occupations within the world of work.

1. Complete blending of curriculum between academic preparation and occupational clusters.
2. Hands-on exploration of specific occupational areas.
3. Introduction of career planning courses.
4. Development of decision making ability for a tentative choice of desired occupational areas.
5. Involvement with advanced occupational resource units.
6. Provide group guidance for testing, development of individual awareness, and work attitude orientation.
7. Provide opportunity for on-the-job experience, job placement, and school re-entry.
8. Academic involvement through practical application (primary eemphasis-practical).

Secondary (10-12) - Involvement

Involvement with specific occupations within the world of work.

1. Career orientation courses.
2. Coordinated work-experience-training courses.
3. Cooperative work experience programs.
4. Design curriculum offerings which will develop entry-level employment abilities and skills.
5. Establish opportunities for horizontal movement within curriculum.

6. Provide group guidance-more intensive than junior high level.
7. Provide opportunity for on-the-job experience, job placement, and school re-entry.

Post Secondary (12-14) - Development

Development of occupational skills and abilities needed for occupations in the world of work.

1. Design curriculum offerings which will develop advanced level employment abilities and skills for all occupations.
2. Provide group guidance opportunities.
3. Provide public information program for retraining opportunities.
4. Provide opportunity for on-the-job experience, job placement, and school re-entry.

Individual Areas of Concern

Elementary (K-6) Program

With a career-oriented point of view in mind, the student should be able to:

1. Develop a positive attitude toward acceptance of responsibilities in routine as well as high interest and creative experiences.
2. Learn to effectively use communication skills in organizing and carrying out school activities.
3. Relate the activities in his family, school, and neighborhood to the world of work and his career orientation.
4. Become cognizant of the role and value to society of the various occupations represented in his community.
5. Recognize the scope of different careers in his community and not limit his potential choice to specific occupations without considering alternatives.
6. Recognize regional and national career potentials as they apply to occupational choice.
7. Evaluate, to a limited extent, his own potential realistically in terms of his place in the world of work.

Secondary Program

Title: Secondary Orientation to the World of Work

Objective: (overall) To provide opportunity for youth to participate in a wide variety of exploratory activities that can be used as a means for occupational choice.

Specific Objectives:

1. To provide experiences to promote career development for youth.
2. To make a greater use of simulated or direct work experiences as a means of assisting students to "experience" work roles.

3. To provide a merger of the concrete, simulated or direct work experiences provided in vocational and practical arts education with the process techniques of counseling.
4. To make school experiences more meaningful to students.
5. To help school counselors develop strategies for making use of school and community resources in promoting the career development of students.

Approach: Exploratory activities in the 7th, 8th, and 9th grades are primarily for developing interest. As this activity is phased out, industrial arts programs are emphasized, utilizing a general shop or interdisciplinary approach. Projects and exercises will be used as the vehicle in this activity.

At the 9th grade level, additional counseling will compliment the exploration so that the student will be better able to make a tentative choice in the 10th grade. After the choice is made, further involvement in this area will be pursued through the 12th grade at which time a student will enter employment or seek further education.

Post Secondary Program

Intensive training (short or long term) in chosen occupational field.

1. Articulation of post-secondary program with elementary and secondary schools.
2. In-service programs for school counseling staff.
3. Advancement or advanced placement in post-secondary course work.
4. Evaluation of elementary and secondary programs.
5. Testing and guidance of individual student.

CHAPTER III

THE IMPLICATION OF EXEMPLARY OCCUPATIONAL PROGRAMS TO BETTER UNDERSTANDING OF THE WORLD OF WORK

Introduction

A speech delivered by Mrs. Elizabeth Benjamin, Jefferson County Public Schools, Lakewood, Colorado, to the Institute, "New Vocational Education Concepts and Programs in Metropolitan Areas," February 3, 1970

Innovative Programs Designed for Junior High and Elementary Schools in the Exploratory Phase of Vocational Education

I am very happy to be here today to share with you some of the new programs which we in Jefferson County Schools have instituted in our junior high schools during the past two years, and to tell you about others which we hope to get going, not only at the secondary level but in the elementary schools as well.

For those of you who are not familiar with this part of the country, let me tell you a little bit about our school system. Jefferson County lies along the front range of the Rockies forming the western segment of the Denver Metropolitan area -- 66 miles from north to south, and in some parts up to 30 miles east to west, 20 of those miles extending into the mountains. In 1951, the county residents of 38 school districts voted to band together as one county-wide school system, so today Jefferson County R-1 School District has over 60,000 students, K-12, attending 9 high schools, 18 junior highs, and 84 elementary and cottage schools. To date, we have had no marches, no strikes, -- some protests, yes, but each school staff has a relatively wide latitude in operating its own affairs under a rather liberal School Board policy, and implementing the various curriculum guides in its own way as long as the material within is covered adequately. I mention this to show that when new concepts or innovations are introduced into the curriculum, they have to be accepted by the teachers and staff pretty much on their own merits; there is no place for force. It

is a good system in which to work, for the community, as a whole, which it serves is a progressive one. Most of the parents want the best for their children and are willing to pay for it -- so far. Most of them are concerned for other people's children too, so much of the support we have had the past year in implementing our vocationally oriented programs has come from the community as well as the county school administration, and the State of Colorado Board of Community Colleges and Occupational Information. Mr. Lee Cavnar, whom you will meet tomorrow, I see by the program, is Director of Guidance on that Board, and has been most helpful in finding funds to get some of our ideas off the ground, and I am counting on him for the future of the program as well.

It was on this campus in the summer of 1965, at a Vocational Guidance Workshop sponsored by the U.S. Department of Health, Education and Welfare, that I really became aware of the importance of vocational education and of the great needs of students in this area. I have not been in the education business as long as you think I have by looking at me! I was a housewife and mother for 20 years before I decided to spend a year getting my teaching certificate in home economics. As an undergraduate at the University of Maine I knew teaching was one profession in which I wanted no involvement. I hasten to add that of those 20 years aforementioned, ten of them were spent very actively in the traditional World of Work along with housekeeping. Coming from the east after World War II, as so many others did after getting a taste of Colorado weather while being stationed here, we bought an acreage out in the country, then 10 miles from downtown Denver. Several old chicken houses with equipment were included in the sale, so with the enthusiasm of youth, into the chicken business we plunged, sometimes with the help of a hired man, more often not. My husband had the night shift; I had the day, along with having babies, being a Cub Scout den mother, chauffeuring boys to Little League, PTAing, etc. We did pay off the mortgage, but the margin of profit was growing smaller all the time and the older three of our five children were approaching college age. A change was in order so Mother went into teaching instead of raising chickens as one of the boys reported to a friend.

Many times since my entrance into the educational system as a teacher and counselor, I have thought of how my ideas and attitudes have changed - of how sheltered I really was when my contact with the school age generation were my own children, their friends in church, Boy Scouts, and the neighborhood. Never did I dream of the great needs so many children have, ranging all the way from trying to fit into the strict academic world we perpetuate in our secondary schools, to actual deprivation of physical needs and parental love. In talking to adults outside of school I must keep reminding myself that their views probably are as narrow as mine were, and I try to get across to them the way life really is for many kids, and it gets them to thinking and realizing we, as society, could do more.

My first three years in the teaching field were spent in the kindergarten, and such enjoyable ones they were. I had liked getting back into the college world so well that I kept right on signing up for classes. I ran into a class called Foundations of Guidance, and from then on was "hooked" on the subject and wound up with my Masters. We still do not have elementary counselors in Jefferson County, though we are working on it, as you shall see, but it was during that time period that I realized the time to work with children to the greatest advantages is early in their school lives, not as we seem to do so often, during the secondary years. I did not mean to go into a lengthy autobiographical sketch, but in trying to understand why I feel as I do about the time and place for certain activities, why I keep agitating for certain changes to be made (and I am sure that is exactly what some people in my school administration feel I do too much) I think it important that my background and experience be understood, that I am not talking "off the top of my head" when I say we must get our story across to the students in the elementary school years, as well as providing them opportunities to develop work skills in the high schools and junior colleges. And that story is this: we can develop all the vocational programs man has dreamed of, orientation, exploratory, work skills, -- but if our students go out into the World of Work and have not developed the necessary value system and set of attitudes which will make them worthwhile persons in their own right, as well as worthy of other people's concern, those vocational programs are worth little.

During the summer of 1968 I had the good fortune to be asked to serve as a resource consultant with the now defunct Rocky Mountain Educational Laboratory, one of twenty such laboratories set up in the U.S.A. to research problems in education and then to get the results of that research into the schools and to the students use as quickly as possible. One of the two problems chosen by RMEL, as I will refer to it from now on, was Occupational Education. Many months of work by very capable people went into that project, and some basic truths emerged which are being accepted more and more by thinking people in and out of the field of occupational education. I am sure many of you here, especially from the eight state area which RMEL represented, have read the two position papers which were published by the laboratory in June of 1969. Some of you may also have the Technical Report, Vol. 1, "Image of the World of Work." Volume 3 is also in print and distributed which includes lesson plans and reports which were sent in by the 7th grade social studies and language arts teachers of the 11 pilot schools scattered throughout the Rocky Mountain area. Volume 2 hasn't shown up yet, but no doubt it will soon. The focus of the work done with students all last year in the pilot program was on attitudes characteristic of successful employment. In each school, using their own curriculum in the areas of language arts and social studies, the teachers were asked to incorporate into their lesson plans as many strategies as they could concerning those ten attitudes, which are: Desire to work, responsibility-dependability, loyalty, life

aspirations, appreciation for quality, value of cooperation, personal satisfaction, dignity of work well done, pride in accomplishment, and adaptability. Quite a list! Let me repeat them ---. When we resource consultants were going through the orientation, I will confess that for a few days the idea of teaching vocational or occupational education by not mentioning the work-a-day-world, but rather by being subtle and going through the process of the students' work world, school, was most difficult to comprehend and to explain to long-time, experienced teachers. Soon, however, the logic of it all hit home to me and to the ten other resource consultants. (The people in the laboratory told us later they went through the same questioning period). Now I cannot see how I could have been so dense. All of us working with RMEL realized that the 7th grade is not the best time in a students school career to work on attitudes. Recent research tells us that little change is made in one's basic philosophy after the age of 10. In the introduction of Vol. 1 is the following paragraph which explains the choice of 7th grade: "A Practical rationale for the selection of the seventh grade as the pilot group was that all seventh graders are required to enroll in social studies and language arts and that a large number of pupils could be influenced by a minimum number of teachers." Needless to say, many experts in the field of education as well as in business and industry contributed to the RMEL program, and I include the teachers involved in the schools as experts, too. I refer you to the published materials of which I have spoken for more information in this whole area of attitudes and the importance therein. There are other people in the country who are becoming aware of the same ideas, and I quote from Education, U.S.A., Washington Monitor, September 8, 1969...

"The vocational education effort of the nation's schools is the target of a blistering attack from a new 21-member federal panel. In its first annual report since it was created by Congress last year the National Advisory Council on Vocational Education told HEW Secretary Robert H. Finch that federal, state, and local governments must share in the failing grade the Council gives to current school efforts to train students for the world of work. Nearly 25% of the young men and women who turn 18 each year are not educated to a level of adequate employability, the Council asserts. This fact is cited as an important cause of unrest and violence prevalent in the country today.

"At the very heart of the problem is a national attitude that says vocational education is designed for somebody else's children," the Council rpeorts. In fiery language unusual for an HEW advisory panel, the Council deplores the attitude as "snobbish, undemocratic, and a revelation of why schools fail so many students." The council charges that the federal government is infected by the attitude and points to the $14 it invests in the nation's universities and colleges than they do for support of skill training for those whose initial preparation for the world of work precedes high school graduation." Local school districts are infected by the attitude.

They concentrate on college preparatory students in "reckless disregard of the fact that for 60% of our young people high school is still the only transition to the world of work." And students are infected, too, the Council asserts. It claims they make "inappropriate choices because they are the victims of the national yearning for educational prestige." The Council says this attitude must change. "In America every child must be educated to his highest potential, and the height of the potential is not measured by the color of the collar," the report says. It adds this comment "Plumbers, carpenters, and electricians make more than many school superintendents and college presidents--and only the arrogant will allow themselves to feel that one is more worthy than the other."

The federal government must immediately offer leadership and allocate more of its funds "to cure..our national sin of intellectual snobbery," the report says. The Council also recommends that vocational training should begin at elementary levels with stress on "respect for work and pride of workmanship"; direct job-related instruction should start in upper elementary grades; all high schools should provide vocational opportunities, including release of students from school to acquire employment experience; vocational schools should not be separated from regular high schools.

The Council report closes with this appeal: "We believe the reform American schools so desperately need will not come about if the federal government continues to invest nearly $4 in remedial manpower programs for every $1 it invests in preventive programs. If the federal government will substantially support the additional cost of educating youth for employment, we believe that the financial personal, and social costs of unemployment can be dramatically reduced." The Council is chaired by Hugh Calkins, a Cleveland lawyer.

The Vocational Workshop held here at CSU in 1965 under the direction of Dr. Donald Frick, which I mentioned earlier, and my association with RMEL and its dedicated personnel have had great impact on my thoughts and deeds, which I am sure you have detected. For two school years after the workshop, I was able to incorporate into the Wheat Ridge Junior High School day a home-room type program for all 300 8th graders, using the D.O.T. as the main reference, but also setting up a small resource center in the gym lobby where students could browse on their own at certain times of the day. We used Honor Society 9th graders to supervise, and it worked out quite well, especially since it was adjacent to the assistant principal's office. I will always remember the keynote speaker we had for that program. All the 8th graders were gathered in the auditorium, about 300 of them, and this dynamic young man who was in the State Department of Education, but who had spent a number of years as a teacher and A.P. asked, "How many of you are going to college?" Just about everyone raised his hand, even though some were a bit hesitant, for that was the thing to do. Then he asked, "Who is not going to college?"

Up went one lone hand way in the back of the auditorium. Of course all craned their necks to see who the poor soul was. The speaker asked the boy what he was going to do for a living, and he answered, "I am going to be a bricklayer." And the speaker had his speech made, for red-headed gangly Dale, who was repeating 8th grade and was nearly 16, was hero for the day. The students interest was really sparked by that episode and also by the smart speaker who capitalized on it. Later when time came to register for 9th grade courses and to work on a four year high school course plan, there seemed to be much more awareness on the students part of what the future might hold for them for they had been exposed to new ideas. They became realistic; many said they knew they would not be going to college and they used better judgment in course choice. Since then, I have had the complusion to expose all the junior high students to some type of an exploratory vocational program or course or unit or whatever it may be called, as several 1 years have gone by and for the most part, the students have redeemed my faith by making good use of the information offered.

After five years working as a counselor in the Wheat Ridge Junior High and, as the result of our program getting funded as a three year federal exemplary plan, I am now working with several junior highs to implement into them what we did last year. First though, to go along with the philosophy about attitudes of which I talked a few minutes ago, let me tell you what we <u>hope</u> to do in seven elementary schools next school year, that is, if we get the funding. However, we now find interest in the proposal is increasing among some of the administrative staff as well as with every elementary principal to whom the idea has been mentioned, so we have high hopes that it may turn into being a true cooperative venture. The proposal has three parts: (1) We are asking for a counselor for each elementary school, who would, among his or her duties in working with the boys and girls (2) carry out an explicit program related to values and attitudes in which all children would be involved in a problem solving approach; (3) most of those attitudes read to you earlier as characteristic of successful employment would be incorporated into the plan of action. Our theory is that many attitudes developed in the child's play and school work early in life are forerunners of his success or failure in work later on. Why the concern about work at this tender age? I quote from Vol. 1, Image of the World of Work, RMEL; "Classroom attitudes will become life attitudes as they are transposed into job situations." And then to quote Robert J. Havighurst in his book Human Development and Education, "In American culture the most important single thing that determines a man's worth to society is his life work. His self concept is often shaped by the level of his occupation and the quality of his performance in it." Of course there are other attitudes we all agree upon as basic, such as self respect, respect for others, etc., which would be a part of the emphasis in this K-6 curriculum. The necessity for special attention to be placed at the <u>primary</u> grades for optimum benefit in this whole area of attitudinal development will be written into the proposal from the beginning.

The materials which you have at hand are the complete resource units in the language arts program for the 8th and 9th grade levels. There is also a resume of a 7th grade unit which is in the print shop now, as well as a topical outline for a nine week English unit at the high school level. The latter will be written during the next six weeks, to be used in three high schools this spring and hopefully all of the others beginning in the fall of 1970. It is the consensus of most of the people in our school system who have given serious thought as to the place of the exploratory phase of vocational education that every student needs the knowledge imparted in these units. I'll be very honest with you. A few months ago we were not at all sure as to how our efforts in tying the World of Work to the language arts and English courses would be accepted by the teachers. In the pilot school we had been using the civics, home economics, technical arts and guidance departments, and all had gone well. But the junior high curriculum was radically changed with this school year and the only required subjects during 7th, 8th, and 9th grades now are three years of language arts, and one each of math, science, and social studies, all others are elective. The Director of Instruction made the decision that the units be rewritten to fit into the language arts curriculum and to get commitment to use them only from the three pilot schools this year. However, we presented the units to all the department chairmen for their schools to use if they so wished, along with the offer of a "traveling resource center" to stay in the schools when the units were being taught. To date, 12 of the 18 junior highs have taken us up on the offer. The traveling resource units consist of equipment such as a tape recorder and 50 career tapes, a microfilm reader and a set of aperture cards called VIEW deck, supplied by the State Department and of which you will hear tomorrow, a Norelco Carry-Corder and cassette tapes for student interviews, reading material geared for all levels of reading ability and workbooks for the 9th grade unit. Needless to say this added dimension increases interest and we also are finding that the schools are buying materials of their own, which will encourage an on-going program through the year rather than a "one-shot deal" during the six weeks the units are used in language arts. The acceptance of the units has been most gratifying, both by the teachers and by the students.

We are involving the teachers directly in the writing of the 7th grade and high school units, and they are most willing to do this. In fact, it is most interesting to note once the ideas are presented to them that language arts and the World of Work do indeed have much in common, that no other discipline has more to offer for success in the future, that nothing could be more relevant to the students of today than the semantics involved in buying a car or discovering what 1 1/2% per month does mean, then these teachers really get on the bandwagon and on we go! The narrow concept that vocational education is only for the low achiever, or at least not for the college bound, is going out the window, slowly but surely.

We feel that by involving all students in these exploratory and beginning-of-choice phases that we will be breaking down the prejudices and inferiority implied by the term "vocational." All students should be thinking of vocations to suit themselves; going to college is but one route to this end.

When these ideas have been presented to some faculties, often I have heard, "Why don't you tell all this to the parents? They are the ones whose thoughts have to change on this idea of everyone going to college." I can say now I have news for them, for parents' ideas are changing, and many welcome these attempts to give their children new information and new hope that everyone should not attend college, that it is perfectly respectable to get needed job training other places. We in the schools have not given students much choice but college as far as curriculum offerings are concerned, except in a few isolated instances. We have noticed a veritable ground swell of community backing in Jefferson County for each change we make in the rigid structure of course selection, and I am sure the same must be true elsewhere.

Now let's skim the materials you were given this afternoon. If all goes well, fairly soon the incoming 7th graders in Jefferson County will have had a thorough grounding in exploring their own feelings and working on their own value systems. However, this unit "Language and Attitudes" should always have a place on the agenda as it is a non-threatening, easy, fun way to start the study of language arts in junior high. As you glance over it, you will note we have used the subtle approach - work is hardly mentioned. By showing how one of the attitudes characteristic of success in work, value of cooperation, can be easily worked into a standard curriculum, it will be pointed out to the teachers that the other nine can be used similarly throughout the school year.

Turning to the 8th grade unit, Language, Work and You, Part I, some pertinent questions with which students are concerned, "Who am I? - In what am I really interested? How can I earn some money now?" - comprise some of the work in three individual student packets. The use of these packets has been most successful in flexible modular schedule systems, such as Wheat Ridge Junior High has had for four years, but they can be used to good advantage in traditional classrooms, too. Giving students the opportunity to work at their own speed, and teachers the change to allow for individual differences by assigning different amounts of work are two big reasons for going this route. But we also wanted to show teachers how simple individual packets really are to make, and to encourage them to produce some of their own, for most of the kids really do appreciate having a change in lesson format.

Use of the Kuder Interest Inventories, Vocational in the 8th grade and the Personal in the 9th grade, and correlating the two at 9th grade is strongly recommended at the beginning of each of these units. You will note that mention is made of a "Self-Esteem test",

a product of our own research department. We have been able to use this in but two schools to date, as it is just being developed, but we have found it most helpful as a counseling device, as well as giving the students more insight into their own characters. Eventually it most likely will be available through a national test company.

Language, Work and You, Part II was the first unit written two years ago, originally as a cross-disciplinary effort involving the English, civics and guidance personnel. A very complete evaluation was made the first year, and we were very happy to find out that the students did absorb some helpful information. I suppose it was that finding which encouraged us to branch out into other grade levels. I'll always remember one statement by a hard-to-please, though by no means dull boy, "It was the best thing we did in English all year". Much of the material in this unit is planned to go along with an excellent workbook, "Jobs in Your Future" by Scholastic Books, and we find it a good change from Part I, esepcially for the average and below average students. By giving a pre-test, any ideas that 9th graders have that they already know all they need to know are usually dispelled. But if they do pass the test, there is adequate material in Phases 2 and 3 to keep them interested, using the resource centers to good advantage. The culminating activity for 9th graders is a field trip wherein each student has a choice of several different places of employment to visit depending on his interest. We have been amazed at the serious attitude most students show toward this activity; it is not looked upon as a big lark and time out of school, and of course this serves to reinforce our belief that most boys and girls do want help in this area and appreciate any effort made.

Another program which has not been mentioned up to now, but which we feel will become an integral part of our overall effort has the interesting name of Double-Learning. It is another way of saying work-study, and that is exactly what it is -- for the eight percent, more or less, of 9th graders who need an extra incentive to either remain in school, or something new and different to get them over the 9th grade slump. We wrote it as a proposal to be funded for the educationally handicapped under the Special Cooperative Program for this year, and you know what has happed to that money. But we feel not discouraged, for the need of such a program is becoming more apparent all the time, and most junior high principals are anxious for help in this area. Potential dropouts would be identified by teacher and/or counselor referral and by an attitudinal survey which we are now developing. Their 9th grade school day would consist of one half day covering basic academic subjects and the other half working in the community, being paid at least a minimum wage. A special teacher would supervise closely the working situation and would also be responsible for seeing that the students accomplished some tasks in the important areas of reading, writing and everyday mathematics. We feel sure that the community will cooperate in giving these 14 and 15 year old boys and girls work, if for no other reason than it will be to their advantage to

do so over the long span of time. It will take effort to get this program going, but the need is growing each day as our turned-off students question the reason for compulsory education.

As stated in American Education, March 1969, "People have been talking about alienated youth as if there is something wrong with these youngsters. They rarely think about the possibility that the problem may lie with society itself, a society which has failed in many, many cases to provide an understandable role for the young person to fit himself into a society which no longer has many options left to offer youth.

One of the great American tragedies in the past two decades has been the almost total isolation of young people from an effective role in society, a role with dignity and value.

In some ways, public schools have functioned as a mechanism for keeping many students--rich and poor, black and white, bright and slow--uninvolved in the serious activities of our society. . .

....We have seen able and ambitious, as well as slow and withdrawn, youngsters dropping out of school and often out of society as early as the seventh and eighth grades--not always dropping out physically, but mentally, emotionally, and in their attitudes and aspirations.

One of the most vivid manifestations of this problem of alienation is rebellion. Surprisingly, it is not rebillion against authority so much as rebellion for a greater piece of the action. Young people want in, and schools must find ways to let them in.

This may mean making it possible for one student to earn enough money while in school to buy a secondhand car. It may mean making it possible for another to get deeply involved in some sort of social action. Whatever the particulars, it is clear that young people are telling the schools to make learning mean something tangible and to give them opportunities to make direct contributions to society. It is up to the schools to meet these demands.

The school systems, especially in their vocational programs and through their vocational teachers, have the tools and the plans to get young people involved in adult activities.

What is the major adult activity? Work. And the work role is open to us as educators to help young people find their piece of the action--not just the drudgery of work, but the experience of work; the knowledge that comes from and the responsibility that goes with earning while learning; the feeling of being a significant part of society."

I predict it will be an on-going program next year, funding or not.

The high school portion of our information-giving vocational education program will be centered in the English departments but at the discretion of each school, other disciplines may be brought in, i.e. mathematics, economics, speech. Of course the vocational or career counselors should be aware of the emphasis we need for job knowledge so that their resource centers are ready for the rush. The power of effective communications is a mighty title, but it carries meaning that students can understand. It is the feeling of many teachers and the coordinator, too, that necessary learnings and skills can be taught through a medium such as this, as well as through Elizabethan literature, English composition II, and so on.

So there in essence are some of the innovative programs which we have in Jefferson County Colorado. I might add we do have most of the traditional ones, too - auto shop, business education, D.E. - in the high schools, and home economics and a two year exploratory technical arts program in junior high. We feel these new approaches are necessary to help our students understand we are concerned for them, that we know how difficult it is these days to find basis on which to make decisions, and that we in the schools are there only to help them. To build up trust between adults and students in necessary for the success of most educational endeavors, but it is an absolute must for these kinds of programs I have described to you. In doing so, we in the schools must bring into our confidence the community-at-large for it is they who will be paying the bill, come what may. It will be an astronomical one, but the sooner we all get on the job of making our educational system fit the needs of the 80% plus of our population who have been left to fend for themselves in preparation for a life career, then the better off we all shall be.

Institute Results

Program Planning

In planning for the development of Vocational Education programs it is important to retain sufficient flexibility so that the procedures can be followed under varying circumstances, yet retain enough direction and authenticity to permit accomplishment of the task. The following outline lists the primary steps for effective program development. The model which follows this outline contains other less commonly considered elements in a sequential plan of action.

I. Recognition of need for improvement - prompted by philosophies
   - A. Problem Analysis
     1. Analyze Retention (dropout rate)
     2. Analyze Current and Projected Labor Market
     3. Analyze Present Program
        - a. Student Ideas
        - b. Advisory Committees
        - c. Parents and Community Groups
   - B. Organization for Solution
     1. Hire Director
     2. General Objectives
     3. Administrative Staff Support
     4. Consult with Department Heads
     5. Submit Recommendations

II. Establish Local Advisory Council
   - A. Define Representative Groups to be served
   - B. Selection of Members
   - C. Activities
     1. Analyze Suggestions
     2. Review Current Programs -- Local and National
     3. Budgetary Consideration

III. Develop Model Program (s)
   - A. Propose Program to Business and Industry
   - B. Establish Advisory Committees
     1. Establish Objectives
     2. Methods of Instruction
     3. Evaluation Procedures
     4. Student Selection Criteria and Numbers
     5. Determine Course Credits
   - C. Report Findings to Administration
   - D. Orientation of Staff and Counselors

IV. Develop Public Relations Program
   - A. Identify Parties Concerned
   - B. Develop Communication Methods

V. Assignment of Personnel
   - A. Teacher Selection Criteria

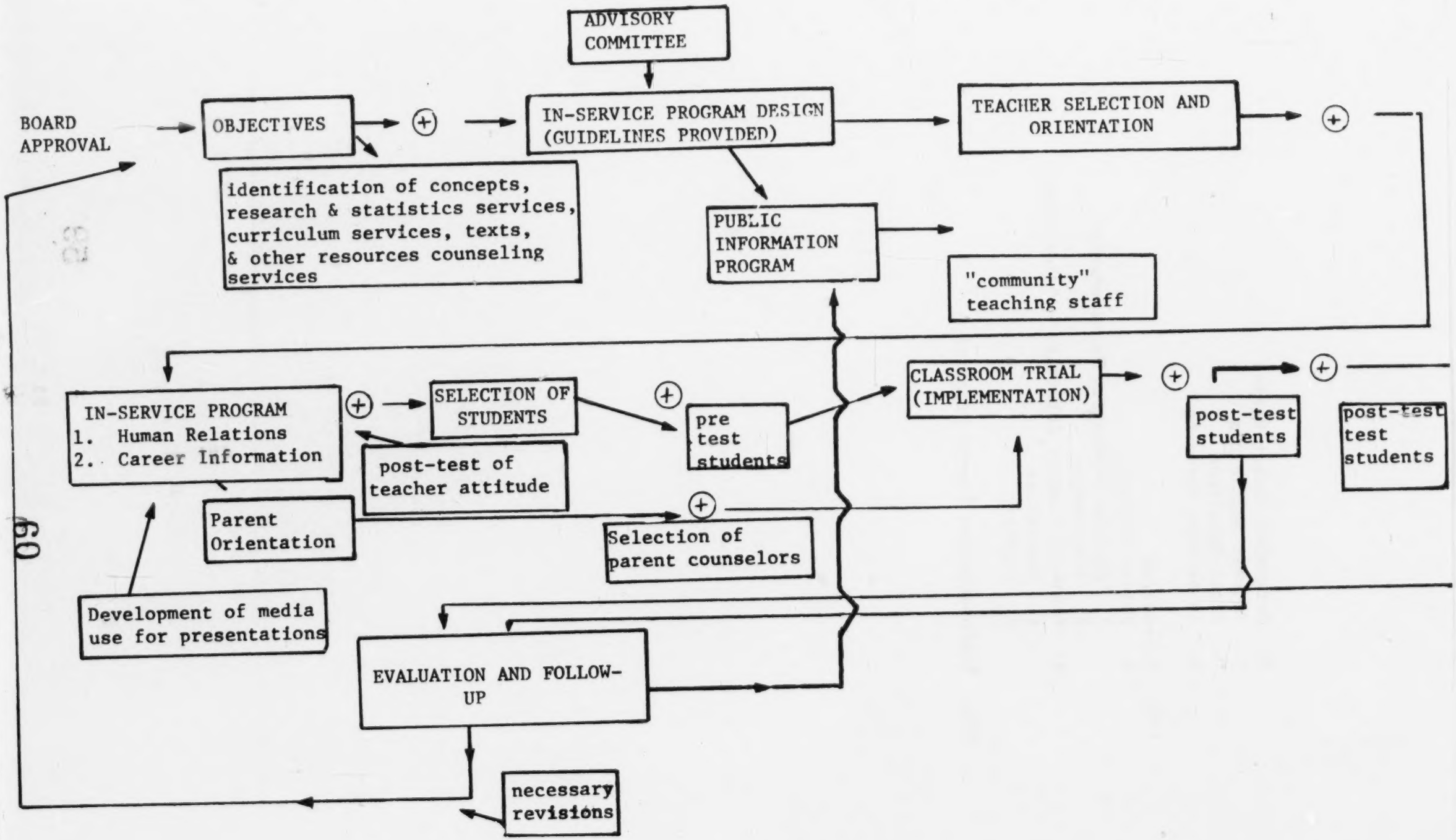
B. Determine Number Needed
C. Request Applicants
D. Final Selection
E. In-Service Training

VI. Scheduling
A. Select Students
1. Analyze Graduation Requirements
2. Programming
B. Personal Student Interview - Orientation
1. Counselors
2. Teachers

VII. Implementation (Begin Program)

Figure 4

MODEL FOR PROGRAM PLANNING



High School Level

"The purpose of Vocational Education on the high school level is to prepare the student to enter gainfully the occupation of his choice and to continue education on the job, in the junior college, technical school, or university."

How can education help individuals "program" for success rather than failure? Research has indicated many times that the most important factor is the expectations others hold for an individual and what he holds for himself. There is a strong relationship between one's concept of himself, how he feels about his work or his chances for work, and his environmental development.

The job of determining where students are can be enhanced by answering the following questions:

What are they proud of?
What are their strengths and talents?
Who do they trust to learn from?
What do they fear most and what are the causes for these fears?
How we can help them accomplish the tasks that are most important at each stage of development?

To implement the changes that need to be made to better help students solve their problems and meet their needs, four divisions were made. Suggested changes follow:

1. Teachers

2. Counselors

3. Administration and Supervision

4. Community and Public Relations

Some suggestions for improving the teachers' role are:

1. Improve teacher preparation--college level--exposure of teacher in college to the contemporary vocational situation.

2. Reassessment of teacher and teacher trainers certification and qualification-(upgrading and renewal).

3. Better utilization of staff (time-wise, ability wise). Strong teachers placed with under achieving students.

4. In-service training for all academic teachers (Professional growth programs) with the purpose of understanding the vocational program.

5. Teachers, as well as all of the above mentioned groups, can change the connotation of the word vocational by maintaining a flexible program, better public relations, and more films for parents.

The suggestions for <u>counselors</u> are:

1. To increase this knowledge of requirements for present and post high school vocational opportunities.

2. To gain a complete knowledge of contemporary vocational programs. (observation, or in-service)

3. To thoroughly understand the job cluster concept.

4. To arrange and supervise business/industry visits for students.

5. To improve student contacts with better informal counseling (counseling in the halls, lunchrooms) and formal counseling activities.

Suggestions for the <u>administration</u> and <u>supervision</u>:

1. To be available by improving the accessibility of the principal and his administrative staff to students, counselors, and teachers.

2. To participate in in-service training-(actively participate in the vocational program).

3. Administration should be the catalyst for change in curriculum and the total vocational programs in order to meet the newer concepts as developed in the new vocational acts.

4. Administrator certification should include courses in contemporary vocational programs. Principals holding certificates should be exposed to vocational course work on a regular basis.

5. The principal should appoint vocational counseling group or advisory committee.

6. The principal should bring in help to release teachers to more effectively work with the vocational education students.

Some suggestions for the community and public relations were:

1. To form an active advisory committee composed of representatives from community, student groups, and faculty. (The principal would need to investigate this committee)

2. To increase and improve publicity and communications through civic groups and better use of media. (news, radio, T.V., film)

Evaluation and reassessment of existing and newly instituted programs by the use of surveys, follow-ups, and reports should be conducted by a community council as well as educators. The making of a contemporary film on the total vocational program to be shown to parents who do not understand the world of work would be feasible.

Each of these categories if and when improved would contribute to meeting the needs and solving the problems of the high school student.

Figure 5

FLOW CHART FOR
DEVELOPING AND IMPLEMENTING EXEMPLARY PROGRAMS

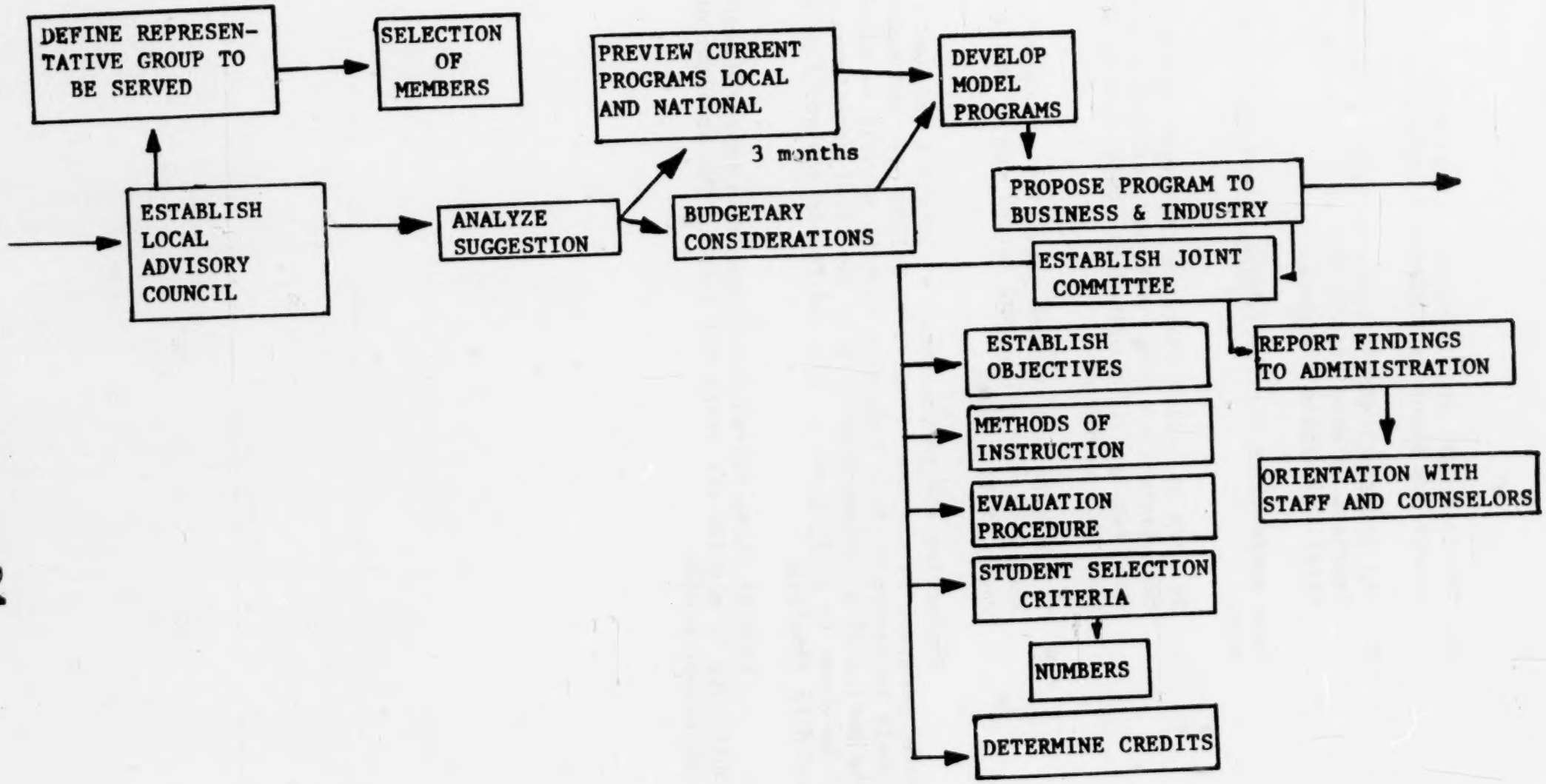
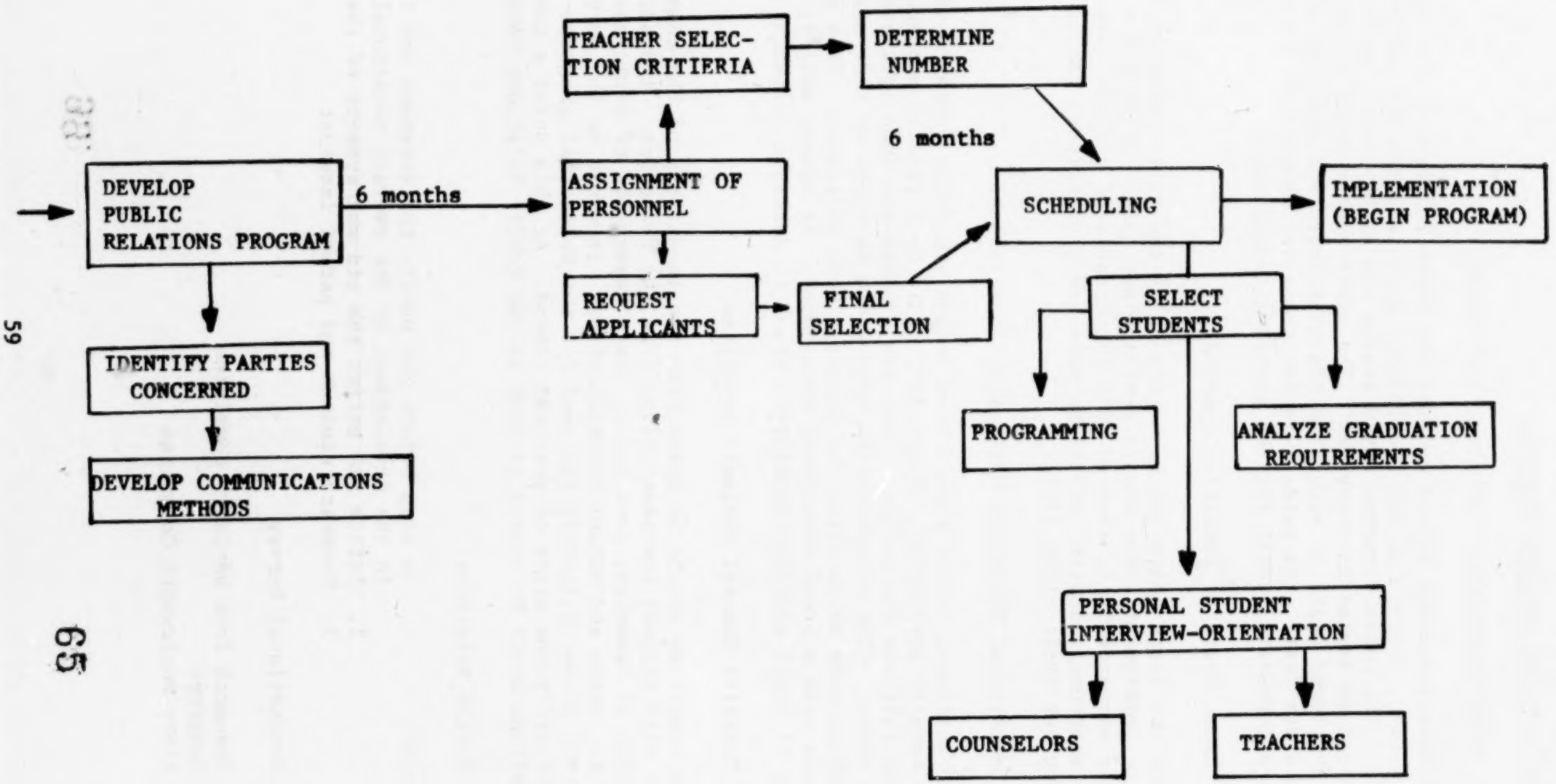


Figure 5 (Continued)

FLOW CHART FOR DEVELOPING AND
IMPLEMENTING EXEMPLARY PROGRAMS (CONTINUED)



Functions for Program Planning

1. State Vocational Consultant (Advisory)

The Superintendent should contact the State Director of Voc-Tech Education, explaining his preliminary plan, and ask for advisory help. The state director would assign one of his staff to the project to assist in every way. The staff member would present to the local board of education the principles and policies of the state board, the guidelines for the establishment of programs and a tentative budget for the programs considered.

2. Local Board of Education Approval

After the local board has been briefed by the representative of the state department, they should decide their course of action. If their decision is to proceed with the Vocational program discussion and eventual selection should be made for a vocational leader to carry out their directives.

3. Vocational Education Leadership (Specialist)

The vocational leader should be a person who would become a part of the faculty eventually, or possibly could be a retired person who would initiate the action, start the program and then move out of the scene. (The determination here would be based on this particular persons value after the programs were underway). This person should have a broad vocational background. He should solicit the help of local advisory committees prior to making a decision.

4. District General Advisory Committee

This committee should be drawn from the leadership of the community. That will include representatives from the following: industry, Chamber of Commerce, news media, State Department of Employment, P.T.A., union and school administration. It would be the purpose of this group to justify the need for the Vocational programs and to identify the areas of greatest demand. At this point a sub committee would be formed to work as the Public Relations Committee.

5. Public Relations

Purpose:
1. To keep before the public the progress and the interest in the development of the overall vocational program
2. Inform and enlist the aid and support of the faculty
3. Generate student and parent interest

6. Occupational Survey

A. Research from advisory committee
B. Industry
C. State Employment Committee

D. Chamber of Commerce
   1. Enlist contributions of equipment, materials, learning stations, teaching aids and overall support of Vocational programs
   2. Opportunity for employment
   3. Salary and other benefits
   4. Continuing survey for further programs

7. Occupational (Program) Advisory Committees

This committee reviews the occupation and analysis and recommends course content and needed facilities. Representatives of labor and management for the occupational area are chosen to assist and guide the development of the program.

8. Occupational Analysis

The community has undergone an occupational survey. The occupational needs have been determined and the occupations must be analyzed. In the process of analysis each occupation must be broken down to determine the job requirements and the educational needs. Detailed description of each area of the recommended occupations is written for further development into course outlines.

9. Program Planning and Development

School representatives working with the advisory committees develop a program plan. This includes the writing of a course outline and obtaining the needed equipment and facilities. These facilities must be developed in accordance with the needs of the program, the level of skills to be developed, and budget considerations. Program planning also includes curriculum development in the general education needs of the students involved in the occupational area.

10. Program Approval by State Department of Education

Course outline must be submitted for approval within the limited time in accordance with state regulations.

11. Student Selection

A. Vocational coordinator should be appointed in each school to work with counselors, students and teachers. He will be responsible for maintaining, updating and providing information, materials and program development. Students will be selected by applications subject to review by the coordinator and counselor and by referrals by teachers or counselors. A testing program should be developed to include interest inventories, aptitude and achievement tests.
B. Job orientation programs will include student visitations to industries, invitations of resource people to the school, student interviews of employers, general faculty emphasis and information for the student in regular classroom instruction and A-V materials.

12. Occupational/Vocational Instruction

Investigate development of:

A. D.E. - In class instruction plus a job with pay.
B. Work experience with on the job supervision with pay
C. Work exploration - short term familiarization without pay
D. Volunteer agencies
E. CVAE
F. NYC

13. Student Placement

A. Job placement office (applications, conferences)
B. Job Development
    1. Employer contacts
    2. Employer education (employer should be aware of the students' needs and his responsibility to the student)

14. Evaluation and Follow-up

A. Student - coordinator on job conferences
B. Employer - coordinator on job conferences
C. Development of in school class and for conferences centered on vocational or personal concerns
D. Surveys
    1. time studies of students on job
    2. income studies of students on job
    3. job retention
    4. post high school follow-up
E. Coordinator, teacher and Counselor conferences

Figure 6
FUNCTIONS FOR PROGRAM PLANNING

1
State Vocational Consultant (Advisory)

2
Local Board of Education Approval
a. budget
1. Phase I
2. Phase II
3. Phase III

3
Vocational Education Leadership Specialist

4
District General Advisory Committee

5
Public Relations
a. community (Bus. Ind.
b. faculty
c. administration
d. parent & public

6
Occupational Survey (identify occupation)

7
Occupational (Program) Advisory Committees

8
Occupational Analysis

9
Program Planning and Development
a) Budget consider.
b) Facility Develop.
c) Program Atricul. between levels

10
Program Approval by State Dept. of Educ.

11
Student Selection
a) counseling and guidance
b) job orientation

12
Occupational Vocational Instruction
a) Program
b) Work Experience

13
Student Placement

14
Evaluation and follow-up

CHAPTER IV

FORMULATION OF SPECIFIC STRATEGIES FOR ESTABLISHING CAREER ORIENTED ACTIVITIES AT ALL GRADE LEVELS

Introduction

An abstract of the speech delivered by Mr. Maurice Prottengeier, Pontiac City Schools, Pontiac, Michigan, to the Institute, "New Vocational Education Concepts and Programs in Metropolitan Areas."

Exemplary Vocational Programs In Pontiac, Michigan

Pontiac, Michigan, is an automobile town. We are rated one of the top five for automobile production in the country. It is a town of 85,000 people and probably another 85,000 residents in the surrounding urban area. The school district serves the city itself and parts of the surrounding area. The school district is comprised of approximately 30% Black, 10% Latin American, and 60% White.

This past September, Pontiac School District attempted a three day Human Relations Institute where participants were all professional school personnel. It was very exciting. In fact, it was so exciting that the teachers became so engrossed in planning needed school changes that an additional four school days were used in teacher-student confrontations. I think that some good things have come from this institute, and something happened to the 1200 participants. As time passes, I believe the institute will aid in promoting the betterment of our school district. This can be considered an example of what one metropolitan school district is attempting to do in coming face-to-face with the urban problem.

In 1964, the Pontiac School District was given a charge by the Superintendent. I feel fortunate that this charge was given by a man with vision and the highest leadership qualities. The superintendent's charge was that the vocational education program in Pontiac should attract and serve many more students and should be upgraded and improved. There is a need for expanded vocational-occupational training for students with limited abilities, and programs should be developed for post-high school

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youth and adults in Pontiac to broaden their employment opportunities. Pontiac School District needs an improved and expanded job placement service as a follow-up to vocational education programs to satisiy employer's needs. An extensive evening school program should be further developed and maintained, and the day-to-day management of the vocational programs and related activities must be the responsibility of the school principal. The superintendent concluded his charge by stating that the vocational department organization should be flexible in order to deal with new and expanded programs which develop in the future.

We have been able to update our tradition-oriented Trades & Industries program. We have been able to bring in instructors who can relate to the students and can help the students progress vocationally.

Something that has bothered me for a good many years is that in Vocational Education, our Advisory Committees have not included minority group representation. The reason is, I suppose, because the trades, etc., have not been open to them. In Pontiac, we are attempting to bring together the various segments of our community in our overall Vocational Education Advisory Committee. Through a community organization called Pontiac Area Planning Council, we have located Advisory Committee members who will serve as a task force for this community organization. I think this is the way that we in vocational education can establish an advisory committee that is not only vocationally oriented but also aware of the need for community guidance in vocational program development.

The Pontiac School District is trying a new concept in cooperative training. About two years ago General Motors contacted the school district in an attempt to provide a training program designed to promote hiring of minority group members. Two cooperative projects were implemented, one involved 21 students and the Pontiac Motor division, and the other project involved 35 students at the GM truck and coach division. Rather than using the vocational coordinator, we used school counselors to coordinate the students and their training stations. We view this as an in-service training program for counselors to become adjusted to the actual problems encountered by vocational students interested in becoming employed. The advisory committee from the General Motors has indicated that this new concept in cooperative training is working. We are in the process of developing this vocational program, and we are involving certified T & I instructors in the related class work. Qualified vocational coordinators are being used in an advisory capacity. We have implemented something new, we hope it will work.

Another program we have developed is with the General Motors technical center at Warren, Michigan. We developed a cooperative program that involved our minority students in an integrated training program. Transportation for our students

was provided by the GM Technical center. I believe this method of providing transportation is unique in itself. The report from the last advisory committee meeting indicates that the cooperative program is operating satisfactorily. This is the beginning of a good cooperative program that takes the urban youth out of the inner-city situation and places him into a new learning environment.

I would like to comment briefly on a health service program that has been developed through the Vocational Education Home Economics Department. The school coordinator through the assistance of the Advisory Committee, has involved nurses, medical technicians, and doctors in the implementation of a cooperative program in health services. We have had tremendous assistance from the Advisory Committee members in providing time for orienting the students to the health service industry. Specific programs that have been developed are a nurse's aide and an orderly training program. This program like the others, are in the process of being implemented because the school and the advisory committees realized the need to work together in solving some of the problems inherent in the urban school situation.

We have been able to establish a new pre-apprenticeship program in auto mechanics for 16 selected seniors from our two high schools and the Catholic high school. The program consists of 2-3 hours of regular classes in the school, a cooperative training experience for the student at the Pontiac Motor and The Fischer Body Division, and an evening school program in apprenticeship training at the Community College. General Motors is paying for the cost of the program coordination. We hope that this program will also be successful.

We are currently working with Eastern Michigan College and Ohio State University on an Industrial Arts curriculum project. The program includes the 'world of construction' for 7th graders, and the 'world of manufacturing' for the 8th graders. The teachers & supervisors that were to be involved in this demonstration project attended a four-week workshop at Ohio State University where they received instruction on integrating this program for the three public junior high schools. The teachers, students, and parents have been quite excited about the program. We have received splendid cooperation from the associated general contractors in providing the materials needed for the in-school projects. An example of a project done for evaluation involved the students in planning, constructing, and doing the actual construction of 2 x 4 modules.

I would like to describe one more project that is underway in Pontiac. We have involved the Pontiac black organization, the AFL, the UAW, the Associated General Contractors, and representatives of General Motors in planning and providing the site, materials, and supervision, for a building construction project.

The students involved in this project will come from both of our high schools.

We are hoping that the cooperation and coordination of the unions, the black organization, and other interested members of the Pontiac business community will continue to foster new programs and projects to meet the needs of our urban youth. We believe that we are developing new types of programs that meet the actual needs of all the people in our city. We have experienced some success and a great deal of enthusiastic support from all parts of our community, because they can experience some of our success.

Thank you.

Institute Results

Setting the Stage for an Education Charrette

The remaining materials in this chapter are somewhat different than the materials usually found in a report of this type. The information was developed through the charrette technique, which is explained briefly, and is intended as a guide to the user so that the same technique can be employed in any locality to establish career oriented activities.

A. What Is It?

The concept is borrowed from a new approach to facility planning. The idea is to assemble all interested parties for one marathon planning session, from three days to two weeks, to study and resolve problems that related to the total community. The principal purpose is to arrive at <u>implementable</u> plans and solutions to community problems in a compressed time period.

B. What Is Needed?

The charrette is kept practical and viable through the commitment of, 1) the direct participation of key public officials and citizens, and 2) data and studies essential to problem analysis. These commitments of local resources lead to a high probability of implementation of charrette solutions.

C. This Is The Time.

It is based on the belief that professional consultants and public officials and local citizens at many levels can achieve creative solutions to critical public problems. This approach creates a big enough splash to attract the attention of all who have ideas, along with awareness that this is "<u>the</u> time to get ideas into the mill."

D. We Can Work Together on Common Problems.

Planning a charrette that focuses on the entire community's relationship to career development and the gaps in training and employment can be an ideal way to bring people together in a working partnership of commitment and support.

E. Charrette generates effective economy.

1. Stands in clear contrast to traditional proliferation of uncoordinated Federal, State and local government funded consultative studies that end up on shelves unimplemented (and sometimes unimplementable.)

2. Can make more productive use of resources already available--with a minimum of direct cash flow.

A Charrette on Reports From Representatives of a Vocational Education Steering Committee

Employers - Contractor

1. The General Contractors Association includes representatives of labor and management in the following areas: Bricklaying, Carpentry, Cement masons, Floor Covering, Iron Working, Lathing, Plastering, Roofing and Surveying.

2. At the last meeting of the General Contractors Association concern was voiced regarding the need for desirable applicants for the apprenticeship program in areas where there exists a shortage of journeymen.

3. The major preference was for Vocational Work Experience where the student had previously received basic "skills" training in that area or a related one, and has identified his vocation. If this applicant were to stay in this vocational field he would be given the privilege of obtaining advanced standing in the apprenticeship program (hour for hour). This will include both work experience and school training. It was also agreed that basic education courses (communication, math, and science) are a must.

4. Students involved in General Work Experience could be hired for general cleanup in the afternoons.

5. Journeymen would be happy to work with the school, to meet with the class, to explain their vocation.

Employers - Retail Representative

1. We will provide the names and addresses of firms willing to participate in this program, persons to contact, and the approximate number of positions in general areas of work. We cannot name the specific vacancies at this point.

2.. We will provide the above lists according to geographic areas, districts, etc., if the school representative will give us his district or area breakdown.

3. We would like to request a meeting of school officials with members of participating firms to discuss the program.

4. Some of our firms are already involved in the Distributive Education Clubs of America program. We would like to see this continued and perhaps expanded.

Employers - Industry (Representative from Telephone Company)

1. Since our last meeting I met with members of industry - Business Management Council (Management Group)

2. Other members of the Industry Council agreed to look over their company for possible work stations. (primarily Utilities and Public Service type industry) Gas, Water Department, Power

3. Industry Council wishes to evaluate effectiveness of work experience through a pilot program with the Telephone Company

4. Telephone Company will offer a pilot program

   - we'll provide (x) stations at each of the area offices (business education majors)

   - we'll provide (x) stations at central shops. (electronics majors preferred)

   - will provide (x) stations working with installers (on trucks) - students must be able to meet public and have mechanical aptitude

Labor

1. Convince the membership of the various unions of the need for this activity and encourage them to support it. The school work-study personnel should be involved in making presentations to these labor organizations relating to the need for this program.

2. Have the unions encourage their members to participate in work experience lab stations in occupation in which it would be too dangerous for students to work on the job. The various crafts could set up a mini-experience laboratory and have craftsmen volunteer their time in working with youth to gain job experiences.

3. In occupations which would not be too hazardous, labor unions could make work experience part of their bargaining agreement. They could recommend that a certain ratio of students would be employed to skilled craftsmen; e.g. one student to ten skilled workers.

4. Provide work experience stations in Union Business Agents Offices so students can observe the part labor plays in the world of work.

5. Encourage labor unions to sponsor the making of films produced about their work skills.

6. For senior high and post-high school youth, labor could encourage the apprenticeship committees to give partial credit for work experience toward a formal apprenticeship program in the apprenticable trade areas.

7. Have Labor Unions sponsor in-service programs for their members to emphasize the dignity of work and to clear up the misconception that their children need a college education - that vocational education is for someone else's children. This hopefully would encourage the members to establish work experience program in fields that require less than a college degree.

Employment Security Services

1. Our Y.O.C. office will furnish employment assistance for youth 14-20 years of age. This service can involve testing, referral, employer information, and placement assistance, working with the vocational coordinators.

2. Annual reports indicating projected employment needs for the next 5 years in the area will be furnished.

3. We will furnish quarterly reports of unfilled jobs in the area, indicating openings unfilled for 30 days or more and indicating median starting wage.

4. We can provide some resource persons to speak or serve as consultants to groups.

5. We can assist with testing and placement of seniors and graduates 16 years of age and older.

6. We can furnish specific statistical information required in the local plan for vocational education.

Community Representatives

1. Work with church groups

2. Select spokesman from ethnic communities to work with employer interview teams.

3. Door-to-door efforts to inform parents and students.

4. Flyers explaining programs distributed through community.

5. Work with Area Councils to explain program.

6. Select student spokesmen for program.

Service Organizations

1. Education committees are prepared to support present or help organize youth organization activities, provide awards and incentive programs.

2. Provide resource persons for youth programs.

Media

1. T.V.

2. Radio ("Rock" stations)

3. Newspapers

4. Publicity on Phone Company Pilot Program in Work Experience

5. Public Service slots on TV and Radio

6. Publicity on the Ethnic group's door-to-door campaign to inform the community about Work Experience

7. Provide TV time for student - business - industry - school personnel panel about work experience opportunities, values, etc.

8. Publicity of initial work experience openings provided by contractors, encouraging others to participate in the work experience program

9. Provide work experience stations

   (a) Commercial Art

   (b) Electronics

   (c) Clerical

   (d) General Arts

School Principal
School accountable for planning, education, and placement

1. Target date for implementation in the school schedule - September
   (a) Proposal to School Board last meeting described your willingness
   (b) Some of you have apparently contacted members

2. Employ special counselors or realign present scheduling counselor to provide time for planning with the student.
   (a) Be aware of district budget timeline
   (b) Be aware of state funding timeline

3. Provide In-Service Education for teachers during the summer
   (a) Schedule special sections of Math, English, Social Science, Biological Science to relate directly to what student doing in his job. Expand as can.

4. Increase the use of in-school laboratories (student contracts)

   (a) Cafeteria
   (b) Custodial (plumbing, heating, electric)
   (c) Grounds and landscaping
   (d) Bus maintenance
   (e) Ground experience maintenance
   (f) Secretarial and bookkeeping
   (g) Computer programming

5. Occupational guidance program reviewed by Counselor Staff, and through in-service program, identify ways and means of involving students in Exploratory Classes.

6. We also have obtained employment opportunities data from State Research Coordinating Unit for Vocational Education. Job needs data in terms of U.S.O.E. Occupational Categories, and includes data from firms with less than 4 employees.

7. In-school placement office - staffed by one of coordinator's part-time. We are negotiating with Employment Security for a person part-time in the school.

Parents

Organize a parent's committee

1. Provide information about the program to parents of students. Coordinate with media personnel on this.

2. Visit with parents to assess their perceptions relative to such programs. Find out what kinds of information they need to understand the program.

3. Encourage school officials to take steps to make the program

effective, such as:

(a) Change high school graduation requirements

(b) Make the school schedule more flexible

  (1) Let students work during the day and attend school in the evening

  (2) Give students credit in courses based on performance rather than on time spent in classroom

  (3) Provide materials and equipment for independent study.

  (4) Encourage employers to provide job stations

  (5) Encourage legislators to introduce and support legislation which will help make the program viable

Student

It is important for students to be closely involved with all aspects of the program at hand. We want to be partners - not pawns.

Students can:

1. Contact other students persuading them to participate in a program - convincing his peers that the program will be designed to allow them to acquire skills which will be marketable

2. Insist that students be represented during program design. Representatives can inform fellow students about the design process, assuring his peers that their program has been prepared in good faith with a predictable outcome and to pass on student ideas and information about felt needs.

3. Help maintain open lines of communication between students, employers and teachers.

4. Be used as counselors, Students finding success in the program can talk with other students, offering them information about what it takes to make a success on the job.

5. Participate in modified sensitivity sessions with teachers, other students, employers, etc., encounter groups might be substituted.

6. Help as much as any coordinator to contact employers, when difficulty develops with the human element in the program, i.e. employee-employer relations.

Teacher

Mrs. Peterson, original member of your committee asked me to assume her duties here. Naturally I was very pleased, since I firmly believe that many of the students in our high school are losing identification with education because of our completely structured academic program.

In discussing this new thrust over coffee, a number of other teachers volunteered to work on an advisory teachers' group from this school. We have 4 proposals to offer as our contribution.

1. Refer to counselors and coordinators

   Names of students whom we have identified with personal needs (to identify with adult - obvious economic needs, etc.

2. Evaluate present curriculum (particularly academic) and recommend revisions and or set up pilot curricula.

3. Encourage our senior high students to donate time and energy in helping junior high and elementary students to expose to world of work in our city.

4. Attempt to set up an in-school employment agency. Teachers often desire help - either in school or at home situations.

Questions and Answers Regarding Work Experience Education

In the process of establishing a work experience education program, local work experience educators can expect to be confronted with many questions from various segments of the community. Being able to anticipate these questions may be of benefit to those who are trying to initiate work experience programs in their districts. Frequently asked questions with suggested answers are listed below in an effort to assist educators who must deal with the skepticism they might encounter.

Question #1 (From a parent)

My son is going to college. How could work experience education benefit him?

Suggested answer to Question #1:

The college bound student can benefit in four ways:

1. He can gain practical on-the-job experience which will reinforce his academic training.

2. He can use the money earned in the program to help defray the costs of college.

3. He will develop work habits and attitudes which will assist him in assuming responsibility, organising his time, and clarifying his role in the American economy. These gains will be helpful to him in his study habits, his understandings of the world of work, his part-time employment in college and in his full-time vacation after college graduation.

4. He might not, for whatever the reason, complete a a four year college program. Should this happen, he will have gained valuable work experience which will help him considerably in his search for full-time employment.

Question #2 (From a student)

I feel that working will detract from my studies. Must I participate in work experience education?

Suggested Answer to Question #2:

Although surveys in many districts have shown that the majority of students are interested in work experience education, the program is strictly elective and no student is required to participate.

Question #3 (From an employer)

How would my company benefit from the program?

Suggested answer to Question #3:

Work experience education will provide a pool of good workers for your company. Industry and education, by working cooperatively, can better develop our community's greatest natural resource - its youth. Through supervised work experience, the school can support you in your efforts to train needed employees. You will know that the work experience graduate will be a good candidate for permanent employment because you have taught him to do a job the way you want it done. You, your community, and the student will all benefit significantly from your involvement in work experience education.

Question #4 (From an employer)

I want good trainees. Must I hire a "potential dropout?"

Suggested answer to Question #4:

Work experience students are not all "potential dropouts." Work experience is available to all students and participants who exhibit the entire spectrum of abilities, initiative, and potential. Furthermore, we will send a number of applicants for you to interview. The decision of hiring is yours. You choose the employee you want; however, we would caution you to realize that many students have not succeeded in school because they have not seen the relationship between school and work. Often times, students with poor school records become very good employees and, subsequently, better students.

Question #5 (From a Union Representative)

If work experience students are hired, won't they replace regular workers?

Suggested Answer to Question #5:

No, work experience students should not replace regular workers. They should be placed in productive trainee positions which are complimentary to established job categories. By performing tasks, which require less skill, they can release regular employees for more meaningful job duties. At the same time, they will be preparing to become the union members of the future.

Question #6 (From a fellow educator)

Does work experience really have educational value?

Suggested Answer to Question #6:

Yes! Work experience provides educational expriences which will prepare students for the real world of work in which they

must learn to function. Work experience offers relevancy to students who may fail to see the relationship between school work and their preparation for life. When working youngsters see the practical application of their academic courses, they often become better students in the classroom.

Although work experience is no panacea, it does offer a degree of flexibility to the curriculum which will help us all to better meet individual needs. The success of the program, as with all school programs, will be only as strong as the teachers who are instructing and supporting the program. This is why your assistance is essential.

Question #7 (From the education editor of the local newspaper)

What's new?

Suggested Answer to Question #7:

Training for work is as old as mankind. Nonetheless, many things have happened in our community in the past several years which have made it increasingly difficult for our young people to find their way into the mainstream of our economic life. Our students need more and better opportunities to become productive, responsible citizens. Through the cooperative efforts of industry and education, work experience can help to bridge the gap between school and the world of work - and that's good news!

Other Notes

Coordinator should arrange for regular monthly meeting. Need to work with each representative regularly in subcommittees and report findings to monthly meeting.

Explorer Scouts and retired people are a very good resource.

Be very sure of placement. The right student should be in the right job.

Pre-coordination should be completed by fall.

Funding consideration should be given to implement early in the calendar year so that plans for the next fiscal year could provide funding for the program.

Problems to resolve

I. Possible problem areas

A. Ideas bridging gap from school to work

1. Increasing knowledge about environment of work while in school

2. Increase opportunity for young people in school for work experience

3. Increasing participation of business

II. Two groups to involve

A. C.A.M.P.S. (Cooperative Area Manpower Planning System)

B. Outreach

Dignity in Labor

It will take a number of years to remove the stigma attached to career work. This must be begun with the very young people. The youngsters must improve their self-concept in regard to career work.

Percentage of Dropouts

Coop training program is a big help. It can tie school and job together. Teachers can change picture tremendously - not the programs. The teachers are the holding power. If it isn't sound educationally, don't do it.

Concentrate on teachers. In-service education. Variety of approaches - not just work-study programs, etc. Use a humanistic approach.

Unions are looking for graduates or apprentices for journeymen. If student could work 1/2 day to get work-experience, they would see how it is done on the job and relate with journeyman on job. Why not have full days and night classes?

Apprentices 8 hours a day

Night Classes 2 hours a day - 5 days a week

Issue of high school requirements. Change requirements in relation to work experience. Have flexible scheduling for every student.

Most college entrance requirements by counselors for high school students are considered the highest required by various colleges and universities.

A Charrette to Sell Vocational Education

Membership of the steering committee:

1. Pressure Groups make suggestions

2. District Representation

3. Local Taxpayer's Association

Steering Committee membership should be determined according to local conditions. Pressure groups within the community should have representation on the committee and should be invited to make suggestions concerning other groups which should be represented. The local school district should provide leadership within the Steering Committee by using staff members who have direct involvement with the problem under consideration. Representatives from the Local Taxpayer's Association should be invited to participate in this Steering Committee.

Purpose: The established purposes were identified as follows:

1. Enrollment of a representative cross-section of students in vocational education courses.

2. Articulation (horizontal and vertical) and the establishment of a district-wide vocational education program. (K-post high school)

3. Staff utilization, staff accountability, and certification of vocational education staff members.

4. Communicating, implementing, and selling the vocational education program to the students, staff, and community members.

5. Coordination and linkage of the sources of money available for vocational education programs.

By focusing attention on the problem of establishing a communication system (K-Post high school) which would sell vocational education to students, staff members and the community, it is hoped that the purposes can be attended to adequately.

The following agencies and groups were identified as those who should be represented in a talent-pool formed to solve this problem:

1. School staff--administrative, supervisory, and instructional.
2. Cross section of student population
3. Parents
4. Citizens-at-large
5. Public Relation's Specialist
6. Communications media
7. Management
8. Labor
9. Professional associations:
   a. State Association of Secondary School Principals
   b. State Association of Elementary School Adult Educators
   c. National Association of Public School Adult Educators
   d. State Association of School Administrators
   e. Local, State, National Associations of Vocational Education.
   f. Professional teacher associations
10. State Advisory Council for Vocational Education
11. State CAMPS (Cooperative Area Manpower Planning System) Committee
12. State MDTA (Manpower Development Training Act) Committee
13. State Board of Education
14. Coordinating Council on Higher Education
15. Urban League
16. National Association for the Advancement of Colored People
17. Community Action Agencies--Neighborhood action boards

18. State Planning Commission

19. Metropolitan area churches

20. Private and parochial educational institutions

21. State farmers' association

22. Representatives from state and local government

23. Representatives from legislative bodies.

Information gathered for charrette members should place primary emphasis on the question, "How effective is the present system of communication for Vocational Education?"

The following types of information should be available to members of the charrette prior to calling all members to the marathon planning session. It may be advisable to call a preliminary meeting of charrette members for the purpose of orientation and presentation of information and organizing the charrette.

INFORMATION NEEDS	AGENCY RESPONSIBLE FOR COLLECTING INFORMATION
I. Opinion surveys	I. Sponsored by the Board of Education. Conducted by outside agencies.
A. Students	
B. Parents	
C. Teachers	
D. Administrators	
E. Community members	
F. Management	
G. Labor	
II. Statistical surveys	II. Local School Agency
A. Occupational Outlook	
B. Research coordinating units	
C. Other local and National Agencies	

INFORMATION NEEDS	AGENCY RESPONSIBLE FOR COLLECTING INFORMATION
III. Methods of Communication A. News media 1. radio 2. television 3. newspapers B. Periodic publications by outside agencies 1. brochures 2. pamphlets 3. newsletters 4. flyers 5. applicable periodic publications by outside agencies C. Staff conferences D. Intra-school communications	III. Research staffs (local, state, and national)
IV. Present programs in Vocational Education A. Participation 1. national 2. local B. Need 1. national 2. local	IV. Local staff members
V. Basic Federal Act supporting State and Local Vocational Education Plans	V. Local School Agency
VI. State Vocational Education	VI. Local School Agency
VII. State Vocational Education Organization	VII. Local School Agency
VIII. Local District Vocational	VIII. Local School Agency
IX. Time Action Chart	IX. Charrette Member
X. Recommendations for implementation	X. Local School Agency

Organization

1. Challenge present communication system
   a. Pressure group initiated
   b. Local district initiated

2. Obtain expert to help organize charrette
   a. State arbitration services might offer the type of service needed.

3. Organize agenda to be presented to charrette members

4. Hold preliminary meeting for orientation, organization and presenting information to charrette members

5. Appoint a chairman

Charrette on the Community's Relationship To Career Development

I. Problems considered to use in the charrette development

   A. Community educational park

   B. Kind of school K-14 -- in model cities district

   C. Community involvement in career development

   D. Definition of type of industry

   E. Suburbanism and urbanization

   F. Media center for post high

   G. School as a community center

   H. Tomorrow's food service training

   I. Expansion of basic education centers

   J. Articulation between K-14 levels

   K. Placement and follow-up of students

   L. Small school thinking

   M. Comparative costs: Public vs Industrial

   N. Financial support

II. The community's relationship to career development.

III. Talent pool -- representatives from each group to be included in the charrette.

   A. Clergy

B. Ethnic Group

C. Labor groups

D. Management associations

E. Local, state, federal governments -- (elected), (bureaucracy)

F. Service organizations

G. Chamber of Commerce

H. Informal opinion leaders

I. Welfare agencies

J. Employment Agencies

K. Educators' -- elementary, secondary, post secondary and college

L. Educational administrators

M. Professional education organizations

N. Board of Education

O. City planning commission

P. Real Estate Board

Q. League of Women Voters

R. Parent groups

S. Student groups

T. The American Civil Liberty's Union (ACLU)

U. Community action groups

V. Law enforcement agencies

W. Taxpayers associations

IV. Formal information to be brought to the Charrette and sources

A. Employment statistics

1. Employment department

B. Welfare recipients

1. Welfare department

C. Average incomes

    1. Census

D. Educational levels

    1. Census

E. Manpower available

    1. Banks

F. Job availability

    1. Management association

    2. Department of Employment

G. Demographic statistics

    1. Census

    2. Community action groups

H. Educational facilities

    1. School Boards

    2. Labor and management

    3. Telephone directory

I. Required training

    1. Management and labor

    2. Employers

J. Research follow-up statistics

    1. Schools

K. Teacher availability

    1. Universities

    2. Industry

    3. National Education Association

L. Economics studies of area

    1. Utilities

    2. Industrial development groups

4. Department of Employment

5. Chamber of Commerce

M. Potential growth pattersn

1. Business and industry

N. Ethnic make-up of community

1. Census

2. Community action groups

O. Employment practices

1. Labor and management

2. Department of Employment

P. Tax resources

1. Taxpayer associations

2. Local government

Q. Community resources

1. Chamber of Commerce

2. Parent groups

3. Realty Association

4. Business and industry

R. Community support

1. From community resource groups

S. Others

V. Steps in organizing Charrette:

A. Number of persons to be involved

B. Location site

1. Facilities needed and available

2. Financing

C. Time

1. How long

2. When

D. Selection of individuals

E. Agenda

F. Consultants

G. Reporting staff

H. Orientation for participants

I. Leadership staff

J. Implementation group and plan

VI. Agenda for Charrette: (items approximately 1 day in length)

A. Develop needs and orientation to purpose

B. Discuss gaps between career development and employment

C. Methods to resolve the gaps--facilities available and needed

D. Recommendations for actions

E. Specific commitment from groups for action -- financial, etc.

F. Action -- Individual responsibilities

G. Evaluation and follow-up

<u>A Charrette to Show That Vocational Education Is An Integral Part of the Total Educational System</u>

A. Symptoms of the problem:

1. Salary differentiation

2. Student ratio (less)

3. Costs of program

4. Lack of understanding of program aims

5. Non-vocational faculty attitudes

6. School Board considers students and program different

7. Selection of students (case type system)

8. Counselors treat Vocational students differently

9. Educational snobbery

10. Many vocational education students don't succeed in the academic tract

11. Vocational staff members don't communicate, not only with themselves but with other faculty members

12. Assumption that vocational education is terminal

13. Self esteem is low

B. Charrette

1. Major objective -- to arrive at implementable plans or solutions to a problem we have selected

2. Members

a. Administrators

b. Board members

c. Counselors

d. Department Chairman

C. The following plans were submitted which could be implemented to solve the problem:

1. The vocational administrator should:

a. Recommend to teachers of industrial arts and vocational education ideas that might help develop the positive image of occupational education

(1) Possible considerations might include recommendations for the development of laboratories within the community

(2) Contract the construction of usuable instructional materials for the school district

b. Recommendations to the administrative staff to implement first class career centers; than draw attention to the total educational process

c. Look at the possibility of developing in-service training programs for counselors through a cooperative effort with industry

2. The school principal should:

a. Extend lunch period once a month so that Vocational Education Department people and members from each of the other departments

within a school can get together. The first meeting should be aimed at socializing. The second meeting should be aimed at the exchange of information and ideas.

b. Schedule individual conferences with at least two members of each of the other departments.

3. The vocational coordinator should:

a. Try to get shop teachers to have more influence on the total school to improve the image of vocational education

b. Work with the academic teachers to get a total understanding of what really takes place and to visualize the long range program of Vocational Education in relation to the overall educational plan

4. The State Board of Education specialist should show how Vocational Education can be a part of the total secondary school program on the local level.

a. Open house can be initiated by each department of each comprehensive high school. Teachers and administration (including counselors) should be required to attend. Parents and students should be invited to attend.

b. Through the use of visual and commentory by the department staff and selected students, the total program can be explained.

5. The professor and Head of Trade and Industrial Education should:

a. Recruit general education teachers for enrollment in Vocational teacher education classes. (such as English, math, social science, etc.)

b. Involve these teachers in assisting in development of related materials for the vocational students

c. Encourage vocational teachers to discuss related information with general education teachers

d. Invite general education teachers to vocational workshops, American Vocational Association Conventions, etc.

6. The Director of Vocational Education should:

a. Develop an information vehicle covering vocational education programs and purposes. Should offer personal service along these lines.

b. Promote activities to involve the total school staff in vocational education and vocational education teachers in the total school programs.

7. The high school principal should:

   a. Make proper selection of teacher

   b. Select trained vocational teachers as counselors

   c. A vice-principal who is a former vocational teacher

   d. Hold service meetings on vocational education

   e. Hold faculty meetings that stress importance of vocational education

   f. Stress with parent groups, PTA's, PTSA's, the importance of vocational education.

   g. Act as a public relations man for the total school program.

   h. Encourage all teachers to think of reading and writing problems. All teachers are reading teachers.

   i. Encourage publicity, posters, and color a good picture of vocational education.

   j. Encourage all teachers to tour school and community to an awareness of vocational education.

   k. Encourage display of vocational education students' projects.

8. The Director of Industrial Arts should:

   a. Develop a better line of communications between general education and vocational education

      (1) Involve vocational people in evaluation of existing programs

      (2) Initiate a plan to "marry" the vocational curriculum and the instructors with the total education process (example industrial arts and vocational education)

   b. Sell the value of vocational training to the district

      (1) Board members

      (2) School staff

      (3) Community

9. The teacher--coordinator should

   a. Build a stronger cooperative program by selecting the help of counselors

   b. Develop a better program by using the help of business to inform the school staff of how beneficial cooperative education can be.

c. Try to better understand students needs and solve these needs through more related classroom instruction

10. The Coordinator of Educational Services should:

    a. Direct or encourage vocational instructors to ask for cooperation from English, math, and other involved instructors in teaching the vocational student the terminology, sentence structure, report writing, mathematics, etc., that pertains to the vocational program.

    b. Ask the principal or president of the school or college to hold one or more staff meetings in the vocational area. The vocational instructors should present their programs, objections, statistics, problems, successes, etc., to the total staff at these meetings. A pitch for their support and an opportunity for the staff to make suggestions could be made at this time.

    c. The School Board or Board of Trustees must be made aware of the needs of the vocational programs and the statistics of the success of the program. This could be done through the principal or president of the institution. Reports from advisory boards and letters from industry that have placed graduates of the program could be used.

11. The State Supervisor of Business and Office Education and Programs for the Disadvantaged should:

    a. Show ways to aid vocational education

        (1) Help other teachers, administrators, guidance counselors, etc., to understand by providing complete information on curriculum, responsibilities, etc., of each program and teacher.

        (2) Provide opportunities for contact outside the classroom by all elements of the educational community

12. The Department Head should:

    a. Convince the vocational staff that it is necessary to improve the image of vocational education

    b. Make the effort to bring the other staff members into the department to see what is going on.

    c. Bring to the attention of the administration ways that the vocational education department can help solve school problems.

13. The Project Head for Master Planning in Vocational Education should:

    a. Develop successful vocational education programs and services to provide occupational skills for boys and girls.

    b. Promote the value to boys and girls of successful vocational education programs and services.

Additional Input

"Implementing Exploratory Occupational Programs in New Counseling Techniques to Assist Students to Realistically Enter the World of Work"

by

Dr. Edwin H. Richardson
Metropolitan State College
Denver, Colorado

- THE WORLD OF WORK CRIES OUT -

In a world so complex, moving at a collision pace, and being beseiged with new occupational opportunities on a weekly basis, it behooves the trade instructors and vocational counselors to respond to the demands of the world of work. Ideas, course outlines, and curricula in today's schools are not responding to the contemporary world.

Off to the Right Start

It is frightening to find American education continuing to reinforce itself with mediocre instructors who lack initiative, creativity, and expertise and are never even screened initially for psychiatric purposes - at the same time kicking upstairs inept, incompetent, and insecure administrators who shuffle more paper, deal with fewer people in the world of work, and who promote an outdated curriculum that includes useless majors and courses while neglecting technology in developing countries and current needs right here.

Leadership Lacking

We have stagnation in a highly responsive society. Continual engineering changes in the world of sports and recreation, and new business and sales gagetry simply means that the leadership in all areas is coming from outside of education. The present system is directed at servicing thirty (30) % of the youth, while

seventy (70) % enter the technical-vocational world of work. (Of this percent only four (4) % are common laborers compared to twenty-two (22) % in the semi-skilled fields, twelve (12) % in the highly skilled fields, twenty (20) % in secretarial and business world and twelve (12) % in the professional areas such as medical technicians, programmers, etc.) Furthermore, fifty (50) % of all college youth enter technical institutes or community colleges.

Screening

When dealing with the lives of the others we can be most effective by first screening out the personalities who may damage the destiny of other people. Good people are good -- no matter whether they are counselors or physicians. Secure people are secure -- be they advisors or social workers. Dedicated people with healthy, wholesome personalities are effective if they are working in vocational guidance or trades or industrial teaching.

Things don't change things -- people change things! Therefore it seems wise to pick counselors by these criteria:

I. Personality:

a. Warmth - the ability to develop honest feeling for others.

b. Enthusiasm - the ability to make a job opportunity exciting.

c. Carry-through - the ability to stick with a counselee until he is located on the job with a suitable place to live.

d. Creativity - the ability to find answers to the counselee's problems by being exploratory and adventurous.

e. Fairness - regardless of race, color, creed or religious beliefs, to help everyone find an equitable opportunity.

II. Mental Ability:

a. General Ability - to include perceptual alertness, the ability to conceptualize, and common sense.

b. Technical-Scientific Ability - to provide a sound basis upon which to build vocational knowledge.

c. Social Ability - to help us recognize the individual needs of supervisors and apprentice workers.

III. Interest and Aptitude

General interest in people, service, and vocational-technical subjects. He should have a flare for mechanical, industrial, and research matters. This will facilitate talking with men in the field and enable him to make studies to improve counseling services to the students.

World of Work

The world of work that most young men and women will face includes: Middle Manpower, Mechanical Technology, Civil Technology, Industrial Technology, Field Oriented Business and Research, and Environmental Health Technology. To further elucidate -

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PLATE 4

MIDDLE MANPOWER JOBS

Communication Electronics

Computer Electronics

Electric Power

Electronic Assembly

Electronic Drafting

Industrial Electronics

Missile Electronics

PLATE 5

MECHANICAL TECHNOLOGY

Air and Refrigeration

Aviation Mechanics

Automotive Mechanics

Diesel Mechanics

Foundry

Hydraulics

Machine Drafting

SOI

PLATE 6

CIVIL TECHNOLOGY

Architectural Drafting
Building Construction
Concrete Construction
Map Drafting
Material Testing
Sanitation and Hygiene
Structural Engineering
Earth and Astronical Surveying

PLATE 7

INDUSTRIAL TECHNOLOGY

Ceramics

Chemical

Forestry

Optical

Metallugy

Paint

Installations

Petroleum

PLATE 8

FIELD-ORIENTATION

Engineering Laboratory

Instrumentation Technology

Nuclear Power

Radiation Technology

Sales Engineering

Technical Illustration

Technical Writing

PLATE 9

RESEARCH

Biological

Mathematical Aids

Hydrographic

Bio-Physical

Geophysical

Meteorology

Metallurgy

Physics

Chemical

Spectroscopy

PLATE 10

BUSINESS

Bookkeeper-Accountant	Private Secretary	Realtor	Store Manager
Date Programmer			Advertising
Sales	Date Processing	Technology	
			Graphic
Legal Secretary	Medical Secretary		Arts

PLATE 11

ENVIRONMENTAL HEALTH

Dental Assistant	Histology	Medical Lab Technician
Dental Technician	Medical Office Management	Medical Records
Psychiatric Technician	Radioscope Technician	Nurse
X-Ray Technician	Air Pollution	Water Pollution

"STP ADDITIVE"

If we have our well trained and carefully selected counselors strategically placed in the educational system, it will be only a totem success if we do not supply what might be termed STP Additive.

Student Technical Placement

STP stands for "Student Technical Placement" program. It will work only if we recognize that education is an extended arm of the community. Too often we have found that education actually stands between the man and his job. Structurally, socially, and intentionally, education isolates itself to a sanitary campus, segregated from the community, and intentionally enjoying this isolation. This is not so devastating to the stuffy faculty member or a mossback administrator as it is to the jobseeking student.

Need Help Breaking In

Some people are under the misconception that, since more education leads to a higher lifetime earning capacity, then the only thing one needs is a good education. Although the Job Crops was training its young men for some eighteen thousand (18,000) jobs less than a thousand (1,000) were ever accepted. The reason is psycholgoical.

Most counselors, despite their psychological orientation behave in a stiffly factual manner. The entry salary for many jobs is low and some youngsters have been heard to say, "For that price, I'll stay home;" but even more devastating is the attitude of adults toward youth. Master craftsman have the feeling that the "young are immature and can't be trusted with such expensive machinery or they cannot answer all the customer's questions." This means that to "get a break" youth need help from the "inside" which, in effect, is help from the "senior citizen."

Placement Into the Classroom

If the counselor would "step out" into the community and organize "key communicators" he would be establishing a base from which he could really help his young graduates. Using the presidents of the local service clubs, formed into the school's "STP Club," you are in a position to involve the strength of the community. You should bring these successful men into the classrooms, into the shops and the laboratory, and permit them to hold group discussions with the students. They could suggest techniques for writing resumes, applying for positions, and answering questions in the interviewing situation. These members of the "STP Club" would find themselves identifying with the students before they leave the situation. This way they have an invested interest in the students. Particularly is this so if the "STP Club" members meet early in the life of the students, and are permitted to play a vital role in the group guidance and group counseling. If the "STP Club" members are given freedom, they may actually be better counselor-guidance experts than the salaried counselor. These men will have the respect of the students, will provide the students with exposure to the type of people who will hire them, and provide them with the opportunity to adjust to the population in the world of work.

It has another advantage -- the "STP Club" members become concerned with the quality of education that is being developed in the institutes and colleges. The only hitch is the psychological feeling of security of the educator. If the educator, to include the counselor, is insecure, he will find recommended changes, modifications, and practical implications a very real threat -- and the quicker he can eliminate the "STP Club," the better.

The institute or college should operate this as a citizens technological advisory council that puts meat into the curriculum and takes out all the soft spots. It might well become engaged in research projects, in curriculum revision, and in student selection.

Assists the Grad to Meet with Success

In the area of student technological placement, the "STP" member could help the counselor find jobs, go with the new graduate to meet his employer, and perhaps take him out to lunch the first week -- to let him know that there are people interested in him.

There might also be help for the counselor in locating a boarding place for the new grad. It should be pointed out that the "STP Club" member does not have to do all of this directly, but he could delegate someone else to do it or he could make a few well-placed telephone calls. Furthermore, each "STP Club" member might have a few back-up people to take his place; his position as a club member might rotate and the club can be sufficiently large not to burden any particular members. It is interesting to note that this type of service works well into the major premise of most clubs -- that of community service.

Creativity in Counseling

An "STP Club" is not the only innovation that a progressive counselor should be considering. Other practical areas include counseling in applying for positions, how to write business letters, how to present oneself at the interview. Too many of us have come in with a background of achievement which threatens the personnel manager. Others of us have been too analytical, or too penetrating. It terrifies some employers to have the neophyte ask such questions as "What are your long-range plans?"; "Where would you anticipate I might be five years from now if I do a good job?"; and "What kind of a personality are you looking for in this new position?" The student needs guidance to avoid the pitfalls.

Most counselors, like other faculty members, are tied very closely to the institution -- never recognizing the opportunity to invade the 4-H Clubs, the Future Farmers of America, the Boy Scouts, Boys Clubs, churches, and other institutions.

Creative counselors should be inviting union officials to visit with them and talk with their students. It might be wise to develop a vocational club -- much the way that business groups have done. Likewise a creative counselor should invite to the school professional people and tradesmen to advsie him. The editor of the local newspaper might become a strong ally. Then he should attempt to make it possible for these young students to attend union meetings.

Put Status in the Vocations

Too many counselors are killing the technical-vocational fields by stressing the academic areas. They become so involved in helping certain students to win distinguished academic awards, which in turn gives great recognition to their school, that they completely neglect the vocational-technical fields. They place a low status on the man who works with his hands and fail to recognize that:

PLATE 12

VOCATIONAL-TECHNICAL CHANGES SINCE 1963

Professional and Technological Fields	- increased -	100%
Semi-skilled	NO CHANGE	
Skilled areas	- increased -	4%
Technicians	- increased -	240%
Unskilled	- DECREASED -	40%
White-collar fields	- increased -	95%

The clever counselor will prove that the "academic" areas are now trying to take the lead from the vocational-technical areas and include in their programs: observations, field experiences, on-the-job training, community opportunities, and internships. The wise counselor will commence to include on his bulletin board newspaper clippings about the world of work. Particularly, his bulletin board can feature articles that give prestige to the vocational-technical fields. Anyone who reads the paper at all must admit that much of the news today concerns the vocational-technical fields. The ad section of the newspaper alone is impressive and financially it keeps many papers in business.

Social Problems

We have in our population a large number of people, estimated at seventeen to twenty-five percent (17-25%) who are classified as "slow learners." These people can work, but they need assistance in making out job applications and may find it difficult to read the want-ad section. The misconception prevails that only the brainy can find work and yet in many areas of the country we find the educable members of the mentally retarded population successfully working. Notably, in Phoenix, Arizona, some retards are soldering parts in an electronic plant. It can be done.

Another segment of our population who needs to be trained are the socially-economically deprived, the so-called "minority groups." These poor people are vocationally trainable. They can become productive and useful citizens. We know that in many areas where we are helping young people to find jobs with the Peace Corps there are large numbers of vocationally untrained people. In this respect we should recognize that one of the most important aspects of the Peace Corps is to find Americans with vocational-technical training who

can help others to help themselves. Even in Vietnam a major part of the emphasis is "Civil Actions" and "Civil Affairs" which are directed to help natives improve snaitation, build roads, and construct schools. It is interesting to note that the "lost arts" are becoming the "in-vocations" in some areas. This means that mask carving is encouraged in Africa, weaving and jewelry-making mean jobs for the North American Indian, and ivory chessmen are again being made by the Eskimos.

Clinical Skill

Somewhere counselors have to become more skilled in clinical observations and become more analytical. In some ways we would say they have to use more "common horse sense." This may be partly due to the fact that they are often times worn-out coaches, ineffective craftmen, and dull teachers. They have been "kicked upstairs" into the serious field of counseling and some seem to have no "clinical sensitivity."

A case in point is the way so many students are pointed toward becoming a secretary, a forester, or some other entity from a vocational interest test. Common sense would indicate that it is not so important that a student accept the vocation on which he scores high but that he recognize the common aspects of the vocation. For example, a person who scores high as "forester" likes what a forester likes -- freedom, isolation, things, facts, slight amount of threat, time to plan, and routine. Such a person might be just as happy working in a laboratory. This alone is not good enough. and a capable counselor should look for clusters of interests. He might well ask the person, "What three things would you like to do for fun?" One person, who is now a public relations man for a ski area answered, "Ski, drink, and travel!"

Policy Making

Not enough people are trained for policy making and this is limiting their serviceability. Educational leadership, the curriculum, and the exposure to young men with a future must include policy making.

This policy making could commence in the nature of evaluations, job descriptions, and themes for vocational-technical English on, "How I would improve . . ." Certainly such activity would also cause the student to think about more effective liaison between the high school and the technical schools, and between education and industry.

Placement for Tomorrow

Too many counselors are looking at today's world and placing young men and women with a limited point of view. There is a real need to recognize that the vocational-technical world is NOT STATIC.

Some even seem to separate students into either thinkers or doers, and tomorrow's students must be both! It takes just as much skill to find the engine problems in tomorrow's jumbo-jets as it does for a neurologist to analyze a brain wave!

One has only to look at the progress of the airplane in the last fifty (50) years to see that flexibility is needed in helping a young man plan his life. In fact, some students who initially do poorly should not have this held against them by their counselors. Later in life when they "find their thing" they become extremely effective.

Interestingly enough the course, status, or achievement of a student may not indicate his potential. Physicians, for example, have contributed very little to the engineering progress of medicine. Items like heart pacemakers were invented by non-medical men and then forced on them; and this should be kept in mind. This means that today's graduate must be aware of his potential to the "more elite" fields.

SUMMARY

We have a long way to go. Today's counselors need help in assisting our technically vocationally educated youth to be best placed in tomorrow's world of work!

APPENDIX A

Evaluation Instruments

INSTRUMENT FOR SIX MONTH FOLLOW-UP

Because of information gained at the Institute, I: (Please check correct response):	YES	NO
1. Have re-evaluated present vocational programs.	___	___
2. Have made changes in present vocational programs.	___	___
3. Have explained new concepts to vocational teachers in the school district, institution, or state that I represent.	___	___
4. Have constructed new curricula.	___	___
5. Have helped others construct new curricula.	___	___
6. Have planned new instructional programs.	___	___
7. Have written courses of study.	___	___
8. Have written proposals for vocational programs.	___	___
9. Have written articles or other materials.	___	___
10. Have initiated exemplary programs.	___	___
11. Have been working more closely with various segments of the community such as business, industry, and/or agriculture.	___	___
12. Have given talks on vocational education.	___	___
13. Have been working more effectively with other educators.	___	___
14. Have been constantly using some of the information presented at the institute.	___	___
15. Have definitely learned new concepts which have been valuable to me.	___	___
16. Have referred to and used the printed materials that were provided at the institute.	___	___
17. Have become more aware of the vocational needs of the disadvantaged.	___	___

Because of information gained at the Institute, I: (Please check correct response):	YES	NO
18. Have developed specific programs for the needs of the disadvantaged.	___	___
19. Have modified some of my present or planned activities in vocational education.	___	___
20. Have kept in contact with some of the participants and/or consultants I met during the institute.	___	___

In addition to the above, please describe those specific things that you have done as a direct result of having participated in the Institute and briefly describe the changes in Vocational Education that resulted (use additional paper as needed):

INSTITUTE EVALUATION INSTRUMENT

NOTE: Please Do Not Sign Your Name

Key: SA (Strongly Agree), A (Agree), ? (Undecided, D (Disagree), SD (Strongly Disagree)

1.	The objectives of this institute were clear to me.	SA	A	?	D	SD
2.	The objectives of this institute were not realistic.	SA	A	?	D	SD
3.	The participants accepted the purposes of this institute.	SA	A	?	D	SD
4.	The objectives of this institute were not the same as my objectives.	SA	A	?	D	SD
5.	I have not learned anything new.	SA	A	?	D	SD
6.	The material presented seemed valuable to me.	SA	A	?	D	SD
7.	I could have learned as much by reading a book.	SA	A	?	D	SD
8.	Possible solutions to my problems were not considered.	SA	A	?	D	SD
9.	The information presented was too elementary	SA	A	?	D	SD
10.	The speakers really knew their subject.	SA	A	?	D	SD
11.	I was stimulated to think about the topics presented.	SA	A	?	D	SD
12.	We worked together well as a group.	SA	A	?	D	SD
13.	The group discussions were excellent.	SA	A	?	D	SD
14.	There was little time for informal conversation.	SA	A	?	D	SD
15.	I had no opportunity to express my ideas.	SA	A	?	D	SD
16.	I really felt a part of this group.	SA	A	?	D	SD
17.	My time was well spent.	SA	A	?	D	SD
18.	The institute met my expectations.	SA	A	?	D	SD
19.	Too much time was devoted to trivial matters.	SA	A	?	D	SD

20.	The information presented was too advanced.	SA	A	?	D	SD
21.	The content was not readily applicable to the important problems in this area.	SA	A	?	D	SD
22.	Theory was not related to practice.	SA	A	?	D	SD
23.	The printed materials that were provided were very helpful.	SA	A	?	D	SD
24.	The schedule should have been more flexible.	SA	A	?	D	SD
25.	As a result of your participation in this institute, do you plan to modify either your present or future work?	SA	A	?	D	SD

If YES, please describe the nature of the most important of such modifications and the activities which will be affected.

_____

_____

_____

26. As a result of your contacts with the participants and consultants at this institute, have you decided to seek some continuing means of exchanging information with any of them, i.e., to establish some continuing relation with a participant (s) and/or consultant (s), for the purpose of information exchange?

YES_____ NO_____

If YES, what types of information can the consultant or participant contribute that would be helpful to your work?

_____

_____

_____

27. To what extent were the objectives of this institute attained?

_____

_____

_____

28. In your opinion, what were the major strengths of this institute?

_____

_____

_____

29. In your opinion, what were the major weaknesses of this institute?

_____

_____

_____

30. If you were asked to conduct an institute similar to this one, what would you do differently from what was done in this institute?

_____

_____

_____

31. Additional comments about institute._____

_____

_____

_____

32. If you had it to do over again would you apply for this institute which you have just completed? YES____ NO____ UNCERTAIN___

33. If an institute such as this is held again, would you recommend to others like you that they attend? YES___ NO__ UNCERTAIN___

PRE-POST INSTITUTE ATTITUDE TEST INSTRUMENT

KEY: SA (Strongly Agree), A (Agree), ? (Undecided), D (Disagree), SD (Strongly Disagree)

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1. No real benefit can be expected of vocational education courses.	SA	A	?	D	SD
2. Students capable of success in college should be discouraged from taking vocational education courses.	SA	A	?	D	SD
3. The importance of vocational education cannot be emphasized enough.	SA	A	?	D	SD
4. Failure to offer vocational education cannot be justified in a democratic society.	SA	A	?	D	SD
5. Vocational education is geared to the past.	SA	A	?	D	SD
6. The major function of the high school should be the preparation of students for entrance into college.	SA	A	?	D	SD
7. Vocational education should be offered only to students with low academic ability.	SA	A	?	D	SD
8. The cost of training workers should not be born by the public school system.	SA	A	?	D	SD
9. There is no place in secondary schools for vocational education.	SA	A	?	D	SD
10. Vocational education should be handled outside the academic school system--in technical institutes or community colleges.	SA	A	?	D	SD
11. Increased emphasis on vocational education would not result in fewer dropouts.	SA	A	?	D	SD
12. Every high school graduate should be equipped with a salable skill.	SA	A	?	D	SD
13. Increased vocational education may be the answer to the problems of unemployment.	SA	A	?	D	SD
14. Academic educational courses are more useful than vocational courses to the average student.	SA	A	?	D	SD
15. No secondary school should be accredited unless it offers a comprehensive program of vocational education, given adequate funds.	SA	A	?	D	SD

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KEY: SA (Strongly Agree), A (Agree), ? (Undecided), D (Disagree)
SD (Strongly Disagree)

16. The information provided in the college preparatory courses can be applied to more jobs than the information available in vocational education courses.	SA	A	?	D	SD
17. More students should be encouraged to enroll in vocational education programs.	SA	A	?	D	SD
18. Vocational education is an educational frill.	SA	A	?	D	SD
19. No area of education is more important than vocational education.	SA	A	?	D	SD
20. Public expenditure of funds for vocational education is the best educational expenditure that can be made.	SA	A	?	D	SD
21. The general education curriculum is the best preparation for entry into an occupation upon graduation from high school.	SA	A	?	D	SD
22. Vocational education courses are as important for college bound students as they are for non-college bound students.	SA	A	?	D	SD
23. The proportion of the school budget allocated to vocational education should be increased markedly.	SA	A	?	D	SD
24. Vocational education is one answer to youth unrest in this country.	SA	A	?	D	SD
25. Redistribution of present education funds to emphasize vocational education would probably yield a higher national per capita income.	SA	A	?	D	SD
26. Vocational education courses prepare students for many jobs which lack prestige.	SA	A	?	D	SD
27. All students should be enrolled in at least one vocational education class while in school.	SA	A	?	D	SD
28. Rural youth are being educationally short-changed due to inadequate vocational offerings.	SA	A	?	D	SD
29. Vocational education in rural areas is more important than vocational education in urban areas.	SA	A	?	D	SD

KEY: SA (Strongly Agree), A (Agree), ? (Undecided), D (Disagree), SD (Strongly Disagree)

30. Currently employed rural vocational education teachers are less adequately prepared than vocational education teachers in general.	SA	A	?	D	SD
31. More inclusive preparation is required for vocational teachers in general than for rural vocational education teachers.	SA	A	?	D	SD
32. Only the non-college bound need vocational education.	SA	A	?	D	SD
33. Academic courses are applicable to a wider spectrum of jobs than vocational education courses.	SA	A	?	D	SD
34. Most students would not benefit from the job skill instruction offered in vocational education programs.	SA	A	?	D	SD
35. Vocational education courses are beneficial primarily for those who are terminating their education at the end of high school.	SA	A	?	D	SD
36. The vocational education curriculum provides a better preparation for more jobs than does the college preparatory curriculum.	SA	A	?	D	SD
37. Vocational education courses provide learning experiences geared to individual needs better than academic courses.	SA	A	?	D	SD
38. Vocational education programs help keep the potential dropout in school.	SA	A	?	D	SD
39. Vocational training is not as valuable to society as training for the professions.	SA	A	?	D	SD

APPENDIX B

List of Participants

PARTICIPANTS IN THE NEW VOCATIONAL EDUCATION CONCEPTS INSTITUTE
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Fort Collins, Colorado
February 2-6, 1970

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APPENDIX C

Institute Program

DEPARTMENT OF

VOCATIONAL

EDUCATION

Program for the Institute

NEW VOCATIONAL EDUCATION CONCEPTS AND PROGRAMS IN METROPOLITAN AREAS

RONALD E. GLENN, DIRECTOR

ISS

February 2-6, 1970

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SUNDAY

February 1, 1970

9:00 a.m.	Housing Assignments Newsom Hall
3:00 - 9:00	Registration Newsom Hall
5:00 - 7:00	Evening Buffet Meal Newsom Hall

MONDAY

February 2, 1970

TRAINING PROFESSIONAL PERSONNEL RESPONSIBLE FOR
VOCATIONAL-TECHNICAL EDUCATION WESTERN METROPOLITAN AREAS

8:00--8:30	Introductions and Orientation Room 230
	PHASE I
	Improved Programs of Career Orientation as a Motivating Force for Students.
8:30--9:30	Keynote speaker: Dr. Merle Strong, Professor, Education Administration, University of Wisconsin, Madison, Wisconsin Room 230.
9:30-10:00	Question and Answer Period
10:00-10:30	Coffee Break Room 203
10:30-11:30	Institute Procedures Room 230
11:30-12:00	Introduction to Phase I
12:00--1:30	Lunch Cafeteria
1:30--5:00	Break into assigned subgroups for Project work.

TUESDAY

February 3, 1970

PHASE I (Continued)

8:00-10:00	Continue subgroup sessions Room assignments on last page
10:00-10:30	Coffee Break Room 203
10:30-12:00	Continue subgroup sessions, finalize report
12:00--1:30	Lunch Cafeteria

PHASE II

The Implication of Exemplary Occupational Programs to Better Understanding of the World of Work.

1:00--1:15	Introduction to Phase II. Room 230
1:15--2:15	Mrs. Elizabeth Benjamin Coordinator Jefferson County Public Schools Denver, Colorado Room 230
2:15--2:45	Questions and Answers
2:45--3:15	Coffee Break Room 203
3:15--5:00	Assemble in assigned subgroups. (Check your subgroup assignment for Phase II). Appoint new chairmen. Proceed with new case study based on Phase II objectives. Room assignments on last page.

WEDNESDAY

February 4, 1970

8:00--8:45	PHASE II (Continued)
8:45--9:15	Questions and Answers
9:15--9:45	Coffee Break Room 203
9:45-12:00	Continue subgroups
12:00--1:30	Lunch Cafeteria
1:30--2:15	Continuation of Group Assignments
2:15--2:30	Questions and Answers
2:30--3:00	Coffee Break Room 203
3:00--5:00	Continue subgroup activity
6:30--8:30	Banquet North Ballroom Student Center

Speakers:

Dr. Albert Masterson
Section Head
Business and Office Education
Colorado State University

Dr. Duane Blake
Head
Department of Vocational Education
Colorado State University

THURSDAY

February 5, 1970

PHASE III

Formulation of Specific Strategies for Establishing Career Oriented Activities at all Grade Levels.

8:00--8:15	Introduction to Phase III. Room 230
8:15--9:15	Keynote speaker: Maurice Prottengeier Pontiac City Schools Pontiac, Michigan Room 230
9:15--9:45	Questions and Answers
9:45-10:15	Coffee Break Room 202 (Note Change)
10:15-12:00	Assemble in assigned subgroups. Appoint a new chairman Begin work on assigned case studies.
12:00--1:30	Lunch Cafeteria
1:30--2:15	Continue subgroup assignments
2:15--2:30	Questions and Answers
2:30--3:00	Coffee Break Room 202
3:00--5:00	Continue subgroup activities

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FRIDAY

February 6, 1970

PHASE III (Continued)

8:00-10:00	Continue subgroup activity
10:00-10:30	Coffee Break Room 230 (Note Change)
10:30-12:00	Report of subgroup chairmen Room 230
12:00--1:30	Lunch Cafeteria
1:30--5:00	Summation of Conference, discussion of accomplishments and charge to participants Room 230

APPENDIX D

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